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VOLUME 12, NUMBER 7

INDIANAPOLIS

JULY-SEPTEMBER, 1937

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## CONTENTS

	PAGE
Community Drama Selections, Elizabeth Clugston.....	178
District Meetings, 1937.....	185
Summer Course in Library Service, 1937.....	187
I. L. A. and I. L. T. A. Conference Plans.....	188
Legislatures Aid Public Libraries.....	190
The Library in "Middletown".....	191
Junior Members: a Symposium.....	192
Interesting New Books for Boys and Girls.....	194
Fellowships, Scholarships, Grants-in-Aid and Loan Funds.....	199
Indiana Imprints, 1804-1849.....	202
Recent Publications of Professional Interest.....	202
A. L. A. School and Children's Library Division.....	203
Indiana Documents Received at State Library.....	204
News Notes from Indiana Libraries.....	210
Debate Service and Program, 1937-1938.....	214
State Conference on Social Work.....	214
Rehabilitation .....	214

The *Library Occurrent* is issued in January, April, July and October. It is distributed free of charge in Indiana. CHRISTOPHER B. COLEMAN, *Editor*.

Entered as second class matter June 13, 1911, at the postoffice at Indianapolis, Indiana, under the act of July 16, 1894. Acceptance for mailing at special rate of postage provided in Sec. 1103, Acts of October 3, 1917, authorized on June 29, 1918.

The Indiana State Library is a Division in the State Department of Education.

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## COMMUNITY DRAMA SELECTIONS

By the late Elizabeth Clugston

From one end of the country to the other there has been a great revival in amateur drama. Adults are finding great satisfaction for their leisure time in acting, designing costumes and scenery, and taking care of the technical details of production. The children's theater has gained an important place for itself in the world of drama. Groups of old and young are engaged in dramatic activities from an art and educational standpoint more than ever before. According to reliable statistics there are approximately 40,000 amateur players' groups actively engaged in amateur play production. When one considers that each group has a membership of about thirty people, some idea of the tremendous interest in drama can be obtained. Of course, the Little Theater Movement is responsible in a large sense for the awakening interest.

Social groups are reading plays together and trying them out at their meetings. Churches, schools and clubs are giving plays more often and are giving them for the sake of educational recreation and good fellowship rather than to raise money. Interest in community drama has not only survived during the depression, but has proved stronger. Its values are many. In the first place, it adds to the cultural life of the community. It offers an opportunity for self-expression in the arts, crafts and sciences. Creative effort is necessary in all phases of the work, and provides an interest for almost everyone. This may be manifested in writing, acting, painting, designing, carpentering, handicraft, lighting, make-up, dancing, and music. Community spirit and pride may be developed by the production of pageants and festivals. Then there is a chance for great individual development of character, personality, and power to express oneself in speech. At the same time it serves as a medium for education and fulfillment of self-expression to

a great many people who would not have the advantage of higher learning. Drama in the community is a socializing force and solves the leisure time problems for people who are seeking a cultural avocation.

Since there is this widespread interest along with the great value it can bring to the community, we must face the fact that there is at the same time a definite lack of organized material to supply the growing demand. We, as librarians, can give service to the community and to the public by placing books and lists of plays within the reach of all organized groups which will fulfill their particular needs. There are books that give the essential rules and enable anyone to become familiar with selection and production technique. It is a simple matter for the library to collect books on play production in general, acting, lighting, scenery, make-up, etc. If this material is easily accessible to the public, the people can use it without aid from the librarian. However, they require a great deal of guidance and advice in selection of plays. It is in this field that our greatest service as reference librarians and advisors can be given. The amount of help needed varies with the size, interests and type of community, and nature of the organizations presenting the plays. The community readily divides itself into several groups from which we may study the needs. I do not have time to take into consideration all of these groups, so for convenience have divided them as follows: church and missionary organizations; women's clubs; and the community as a whole. It has been suggested by several collectors of plays that libraries have on hand subject bibliographies for these several groups. These are to be used along with the more general aids and the indices to plays, also catalogs from the best publishers of plays.

I have carefully inspected books on gen-

eral aids to play selection and have tried to choose some representative titles to give as general aids for use in the library.

First, let us consider Arvold's *Little country theater*. This book contains helpful bibliographies for the small theater in the small community. The lists selected by the Drama League are arranged by subjects which are helpful to the amateur. Beegle and Crawford's *Community drama and pageantry* has a bibliography of pageants for varied groups and ages. Directions are given in full for presenting the pageants along with music, dances, and staging. The publication by the Brooklyn public library is especially good for fairy tales and legends and much of the material is arranged according to grades. Clapp's *Plays for amateurs* has, besides a number of workable plays, splendid source material. *How to produce amateur plays* is one of the most helpful to amateur directors, for, besides its full bibliography, complete directions are given for production. The Columbia University lists are all tested plays which have been worked out in the Teachers College. The next two, published respectively by the University of Wisconsin and Indiana, give splendid bibliographies and have loan service to public libraries. Miss Johnson tells how to choose a play for almost any group under almost any circumstance. Constance McKay's books are exceedingly helpful in their lists and suggestions because we benefit from her vast experience in writing and producing plays herself. Percy Mackaye's lists in *Community drama* are arranged according to subject, number of characters, scenes, time of action and experience needed for players. *Shakespeare for community players* has lost none of the literary value of Shakespeare in the hands of Roy Mitchell. Kate Oglebay's lists are not only arranged according to subject but are annotated. These lists are not up to date, however. The most complete lists which I have found are those published by the University of Kansas Extension Division. They are arranged alphabetically and by collections with cross-

references. There is also a subject arrangement and in each case the number of and sex of characters, scenes, time of action and full details are given. These are not annotated. The extension division maintains a play loan service with valuable advice and suggestions for all individual problems. Ward and Wise both have bibliographical lists arranged by subject.

Let us consider the first grouping—church and missionary organizations—which comes under religious drama. All of you, I am sure, have had repeated inquiries for plays suitable for missionary societies, church clubs, Sunday schools and religious holidays. There is a definite revival in religious drama today. The program of church drama is primarily an educational program on which the effect on the lives of the people participating is the chief consideration. Any play selected for production in a church must conform to the highest standards of taste. Miss Overton has pointed out in *Drama in education* that a missionary drama given to crystallize a certain message evolved from a study of the missionary topic will be much more fruitful than a missionary play or pageant presented without relation to any other activity of the church program. I have tried to keep this in mind in selecting plays for missionary groups. Lists of plays and actual manuscripts may be obtained from many of the Mission Boards of the various churches. The Board of Foreign Missions of the Presbyterian Church has published a number of missionary plays and supplies costumes typical of the foreign countries in which the action takes place. One of their publications is *Two masters*, by Bertha Fraser, which tells the story of a missionary's daughter who decides to become a missionary. *The impersonation of Cindy's chance* tells of the effort of a mountain girl to enter a mission school. The Board of National Missions of the Presbyterian Church has a number of home missionary plays which may be obtained by writing to them direct. The Missionary Education Movement is in a position to furnish extensive

missionary publications for dramatization, such as: *Alice through a postal card*, by Anita Ferris, a play for juniors, showing what happened to Alice when she stepped through a postal card door into Japan, and *No lantern for Wu Lee*, a play, for boys and girls which shows the influence of a missionary doctor in breaking down prejudice. *The betrothal of Mai Tsung* is a charming love-story of a Chinese boy and girl who became Christians, attended college in America and objected to the old Chinese betrothal customs. There was trouble, but a solution was found. *Larola* is the story of a Hindu woman condemned to widowhood upon her husband's conversion to Christianity. The Baptist Board of Education, Department of Missionary Education, has a missionary drama department and a splendid costume bureau containing over four hundred costumes and flags of various countries, which may be rented at a nominal fee. This service is extended to all denominations. *Jelizabetha: Maid in America*, by Anna Swain, is based on the theme, "The Slaves in America." These plays are typical of the plays by these church organizations. Margaret Applegarth has a splendid collection of eleven simple plays in her *Short missionary plays* with suggestions for staging and costuming. Mary Russell also has a good collection of missionary plays and sketches in *Dramatized Bible stories for young folk*.

Religious drama fulfills a mission in the teaching function of the church which neither the spoken nor written word can wholly accomplish. The church is again recognizing the great potential force in the dramatic presentation of religious themes, the Bible stories in the Sunday schools, and the drama of worship in the adult church. There is a tendency to touch the spiritual truths in secular plays such as *The servant in the house*, by Kennedy, in which the religious teaching of the Bible is applied to everyday life.

With children it is important that stories dramatized deal with experiences within the understanding of the child, involving

only simple activities and expression of a single message. Many Bible stories are suitable to this type of drama, such scenes as David playing before King Saul and Joseph revealing himself to his brethren. The *Child Moses*, by Leamon, is an excellent example of this kind; it is simple and there is virtually no scenery required. Hobbs and Miles' *Collection of six Bible plays* is also easy for the child to grasp. Miss Miller's *Dramatization of Bible stories* contains a description of a children's dramatic club conducted as a part of the work of the Sunday school in Hyde Park Church in Chicago. Some responses of the children are given in the true childish fashion which the children themselves have worked out. There are helpful suggestions as to production from Miss Miller. *Friends of Jesus* contains short plays from the New Testament. Hulda Niebuhr's plays for church schools is one of the newest collections available. There are carefully worked out plans for production.

The most appreciated effort in religious drama seems to be the children's Christmas play. Fortunately, there is a wealth of material available and most of it is satisfactory to produce. I have chosen only a few because so many plays of Christmas are well known and have been acted so many times that there is little doubt as to the result. Dickens' *Christmas carol* is one of the most beautiful and most popular. Audiences never tire of it. *Christmas flowers* is a simple play, easy to produce and written with music and tableaux. *The legend of St. Nicholas* is patterned after the St. Nicholas miracle of France. *A Christmas guest* is a medieval miracle in verse. Complete instructions for costumes and settings are given. *The enchanted Christmas tree* tells the story of the two generations at Christmas time and is especially good for Sunday schools.

The primary source for play material for adults is furnished through the churches themselves. The Federal Council of the Churches of Christ in America has created a committee on drama. Through this com-



mittee a religious play contest has been conducted and it has compiled and edited two volumes of religious drama. Individual church boards are helpful also. The Jewish Welfare Board in New York has conducted a play contest through which several excellent plays were secured. The Board of Foreign Missions of the Presbyterian Church, the Baptist Board, and those listed under the missionary publications are all contributors to religious drama. The Drama League of America in Chicago has contributed a number of excellent plays with religious themes.

Most of the titles in the list of adult church plays explain themselves. *Jepthah's daughter* won the prize for Biblical romance from the Biblical Drama League in 1926 and has been produced many times since with great success. *The rock* deals with the character of Simon Peter. Laurence Housman's *St. Francis plays* is a collection of cycles in the life of St. Francis, which may be used separately if desired. *Twelve months of drama for the average church* is a new book which should prove valuable. Worship service accompanies each play; hymns are also given. *The Nativity* is always sought after in some arrangement. Miss Kimball's is beautifully done and not difficult to produce. There is little speaking, mainly tableaux and carols with suggestions for costumes and settings. *Why the chimes rang* is an excellent play for the church because it can take in people of different groups and ages.

Plays for women's clubs can vary in theme according to the nature of the organization and the community. I have chosen a few collections as representative in their fields, and there are undoubtedly others just as good or better. The one-act play is widely used by women's clubs. As a general aid in preparation and selection, the *Popular study courses for clubs* with its collection of plays and suggestions for production is valuable to any organization. Clark's *One-act plays* are relatively simple to produce and generally popular. Alice Gerstenberg's plays are a boon to amateurs.

I have chosen *Will o' the wisp* for its delicacy and poetic quality and because it is a type play with enough atmosphere to be ideal for women's clubs not only to produce but also to study. Laurence Housman's *Chinese lantern* has a foreign setting and Oriental costumes, is rather elaborate and showy, but not extremely difficult to produce. *The Beau of Bath* is a drama in verse about Beau Nash. It is amusing and light with costumes of the eighteenth century. *The silver lining* is another good play of this collection. *The pot-boiler* in Alice Gerstenberg's *Ten one-act plays* is an excellent burlesque on the making of a conventional stage play. *The woman's club playbook* is a comparatively new publication in pamphlet form which gives suggestive material for the amateur group. I have placed Snook's *Comedies seven*, *The yearbook of short plays* and *Second yearbook of short plays* on this list to satisfy the great demand for non-royalty plays. Although organizations should be urged to produce royalty plays as often as possible, it is true that often they are financially unable to do so. When such is the case, these collections will be very helpful. There is a great variety of theme in the yearbooks; some of the plays are very poor, but some are simple and suitable to certain occasions and at the same time inexpensive to produce. They therefore supply a need.

For the sake of space I shall treat the children's theater and the drama of the grade schools under the same heading. This is not to be confused with the Children's Theater under the Little Theater Movement. In stimulating a true public sentiment in relation to drama for children, the librarian may well act as a leader in solving the Why, What and How. Pedagogical helps for the director or teacher, books on dramatics and pageantry will assist the teacher in answering the Why and How. Such plays are found in Constance D. Mackay's *How to produce children's plays*, which is a veritable course of instruction, giving full directions as to selection, cos-

tuming, scenery, etc. Johnson's *Choosing a play* has discussions of dramatic method in education, suggestions on acting and coaching, and material for production. The Drama League of America sponsors a publication, *Plays for children*, arranged by Kate Oglebay. Her preface addressed to directors is excellent. C. M. Wise collects all of the main essentials of information concerning play production in *Dramatics for school and community*. The What will be met with the plays themselves. I have tried to choose a representative list of stories which readily lend themselves to dramatization. In so doing, I found it necessary to divide the lists into three distinctive groups, namely: fairy tales, classics, and historical works. These are all for grade school and include dramatic readers, short sketches and simple dramatizations. I realize that these three groups do not begin to cover the material needed. I should have liked to have included nature, holidays and health programs.

The collections by Montrose Moses—*A treasury of plays for children* and *Another treasury of plays for children*—are perhaps the most useful of all collections to the children's director. The wide range of subjects including fairy, historical, fantasies and pageants, makes this collection indispensable. The plays are simply written and easy to produce, and are high in literary value, and above all, appeal to the children.

Fairy tales are always welcomed by any audience. Mrs. Bell's book has helpful hints as to production, costuming, training of children, scenery, etc. Her *Fairy plays and how to produce them* is old, but has splendid adaptations of all the old favorites. Plays for grade children such as *Little Red Hen* and *Gingerbread Boy* are given in the Kirksville State Teachers College bulletin. Goodlander's collection is for children from the ages of six to ten years and has directions for producing. Lyrett's *Six fairy plays for children* is one of the best collections for all-girl casts. *Helga and the white peacock* appeals to children because of the element of magic; there are

good suggestions for staging the plays and costuming. Merington's plays contain adaptations of Cinderella (which is the best version known), *Red Riding Hood* and *Puss in Boots*. For sheer artistic beauty and fantasy, A. A. Milne's *Toad of Toad Hill* adapted from Grahame's *Wind in the willows* cannot be surpassed. It should not be attempted by inexperienced groups, however. *The magic whistle and other fairy tale plays* are easy to produce and unusually good in character drawing. These plays may be effectively produced out-of-doors.

The plays from the classics are a little more difficult to produce and in most cases require a more experienced group, and most of all an experienced director. Barrie's *Peter Pan* is always well received but best produced by a little older group. Children simply adore the grotesque appearance of Pinocchio and will have great fun in presenting the play. There is Bufano's version for the older groups and a more simplified version by Lansing in *Dramatic readings for schools* for the junior actors. Although *Master Skylark* is not strictly a classic, I could not withstand the temptation to suggest the lovely dramatization of such a beautiful story by Lutkenhaus. Such classics as *Heidi* (this is a delightful dramatization by Freeman), and *Treasure Island* (which Goodman arranges in short scenes and Simons arranges for older children) are always in demand. Any of these may be performed out-of-doors if desired. Another play which is especially suitable for out-of-door performance is *Robin Hood*. There are many versions of the merry adventures. For very young children the one written by the Francis Parker School is excellent. Older children have several to choose from. *Robin Hood and the widow's three sons* is a rather complete dramatization and Owen Davis' three-act play *Robin Hood* is to be performed out-of-doors. *Pandora*, by Lane, is a simple adaptation of the old story in verse, which retains all of its charm in dramatization. *Lad* and others in this collection are very fine, too. Miss Knight's *Dramatic reader for grammar*

*schools* has some very lovely plays for youngsters. Children love to play gypsy, and there is no other play which could satisfy that desire as *Maggie Tulliver's visit to the gypsies* can. *Philemon and Baucis*, or *The miraculous pitcher* has a rare quality of magic which will keep them spellbound. Full directions for presentation are given for both the *Little women* play and *Alice in Wonderland*. Both are shortened considerably but retain enough of the story in episodes to keep up the interest of the child.

The historical play is closely allied to plays for special days. Birthdays of great men, national holidays, patriotic holidays and ceremonial days are all celebrated in the schools. The short sketch takes preference over the longer play in this field because sketches by several different grades are often given as parts of one long program within the schools. Suggestions for these short sketches are given in the collection by Price, Walker, and Wade. Constance D. Mackay is, as always, helpful with her suggestions and play material for historical subjects. Since almost all of these must, from necessity, be costume plays, her pictures and suggestions for costuming are very valuable. Short sketches of the lives of great men and other historical scenes are found in Moses' two collections: *Treasury of plays for children* and *Second treasury of plays for children*. Bird and Starling's collection deals entirely with the voyages and discovery of America. An excellent version of *The courtship of Miles Standish* is given in Collins' *The Little Theatre in the school*. English historical plays, often difficult to find, are given in MacDonell's *Historical plays for children*. Full directions for scenery, properties, and costumes are included. There is a bibliography of historical plays divided by grades, subjects, number of characters and time of action in Johnson's *Choosing a play*. *New plays for every day the schools celebrate*, by Minnie Niemeier, includes sketches for explaining the Constitution, for Arbor, May and Labor days, Thanksgiving

and birthdays of great men of our country.

The choice of plays for junior and senior high school production is extremely difficult. It is impossible, of course, in this limited time and space, to give even a representative list of those plays suitable for high school production. The level of sophistication and individual interests in different groups and different communities is so varied that one cannot set up an arbitrary grouping. Plays by eminent authors such as Shaw and Galsworthy have no place in lists for the average high school because, although they are excellent for study, they do not lend themselves readily to school production. High schools should not make the mistake of using non-royalty plays before the public unless absolutely necessary. The point is not so much that they are inferior to the royalty plays, but that the royalty plays are far superior to them.

Winifred Ward's *Creative dramatics for upper grades and junior high school* is a text on drama education and production used in the Evanston Public Schools. Roy Mitchell presents a complete handbook for producing Shakespeare in *Shakespeare for community players*. Ample suggestions for costuming, scenery and characterization are given. It is extremely difficult to group high school plays for production in general. My groupings seem rather helter-skelter, I am afraid, but they just naturally worked out that way. Samuel French publishes a great many plays which have been used successfully again and again. Some of these are *Charm*, by John Kirkpatrick; *Charm school*, by Alice D. Miller; the ever popular *Clarence*, by Tarkington; *Come out of the kitchen*, *Dulcy*, *Daddy Long Legs*, and many others. These are relatively easy to produce. There is little problem as to costuming and staging, and consequently these plays are often chosen as the line of least resistance. I am not criticizing them but I do feel that they have been overworked and that it is time for the high schools to become a little more original in selection of either modern plays or adaptations from the old classics.

Costume plays are not so popular with most high schools because of the extra expense and trouble. It seems true that high school students often do a better piece of acting in a costume play because they more often catch the "feeling of character" as the saying goes. Alice Gerstenberg's *Alice in Wonderland* is the most successful dramatization of the immortal classic, according to Marjorie Seligman. In spite of the many changes of scene, it may be very simply produced, and can be used with an all-girl cast. *Blue bird*, by Maeterlinck, is an unusual allegory of real imagination, and although written in an elaborate vein, it can be simplified and shortened. This play is suitable for junior high school. *Janice Meredith*, by Rose and Ford, is a lovely dramatization of the old story of love with a background of war. Marian de Forest's version of *Little women* keeps the quaint flavor of the original story. This, too, is suitable for junior high school. Some comedy plays are *Quality Street* and *Pomander Walk* by Louis Parker.

One-act plays are used by numbers of high schools for many occasions. There are a great many collections from which to choose and a great many well-known one-act plays of which one can be sure. Rachel Field's collection, *Cross stitch heart*, contains such comedies as *Londonderry Air* and *Bargains in Cathay*, which are especially suitable for junior high school. Stuart Walker's *Portmanteau plays* includes *Six who pass while the lentils boil*, one of the loveliest of plays for high school production. There is almost no scenery and the costumes are simple. The sequel, *Sir David wears a crown*, is another beautiful fantasy. These plays are much better tests for acting ability and creation of atmosphere than most of the modern plays which are entertaining for the time being but leave the audience with nothing to think about. *Gammer Gurton's needle*, Walker's modern version of the earliest of comedies, is found in the collection, *Portmanteau adaptations*. Barrett Clark has a fine collection in his *Representative one-act plays by British and*

*American authors*. The *Wisconsin plays* are originals from their drama workshops and are full of suggestions to aid in production.

One of the very best collections for junior high schools is the *Atlantic book of junior plays*, which includes such plays as *Fifteenth candle* by Rachel Field, a simple artistic play requiring a single setting. Taylert and Rodney publish a collection of three plays for junior high schools. Columbia University's bulletin and list of plays suitable for high schools is very helpful in making choices and all of the plays mentioned have been tested. The students of the drama class of the Louisville High School, Louisville, Kentucky, have a good workable publication, *Tested plays for high schools*. Seligman and Frankenstein's *Plays for junior and senior high schools* is arranged by subjects and all plays are annotated, publisher and royalty price are given.

Some of the old classical and historical plays can be well done by high schools. For instance, *Antigone*, by Sophocles, is an excellent vehicle for an all-girl cast with its simple Greek costumes and practically no scenery. *Joan of Arc*, arranged by the Ursulines of St. Theresa's, is a beautiful production which may be given out-of-doors. *Cyrano de Bergerac* is a good problem for advanced students in dramatics. It will be well received for it is excellent comedy.

Pageants and festivals are best adapted for production by the community as a group. Many of these can be used out-of-doors to good advantage. Bates' *Pageants and pageantry* contains simple pageants divided into short subjects such as: Roman, medieval and colonial. They may be cut or added to according to the desire and need of the community. *Pageant of Independence Day* is a patriotic and historical pageant with full stage directions. Miss Lamkin has had a great deal of experience in directing and writing pageants. We benefit from her experience in her excellent pageant, *America, yesterday and today*. This is a panorama of historical events used as separate episodes such as "Spirit of Indian



Days," "Spirit of the Wilderness," etc. It has suggestions for Indian dances, folk dances and music. Constance Mackay pictures the growth of America from early Indian days to the present in *America triumphant*. The Indian ceremonial of planting the corn is especially beautiful. *Day at Nottingham* is not given in script but rather in a flexible plan usable for any community. It would require a lot of preparation as to text, but the Robin Hood scenes would be very effective. *The New Era*, a pageant of patriotism and reconstruction, has been performed successfully all over the country. *Galahad* is an unusual pageant of the Holy Grail in ten episodes, based on Malory's version of the Holy Grail legend.

Eight complete bibliographies are given in Wise's *Dramatics for school and community*.

I have written this from the point of view of the small library in the small community. It is there, I feel, that the problem is greatest, owing to the greater need for organization, helps for new groups, and to the lack of organized material available. These small libraries have the same problems of selection as the large libraries. The problems are difficult, but we can give excellent service if we take advantage of free and inexpensive material, study lists, and compile bibliographies for specific subjects and specific organizations.

## DISTRICT MEETINGS, 1937

Date	Place	Chairman	Secretary
May 11	Worthington	Alice Wills	Ruth Lynn, Bicknell
May 12	Ellettsburg	Genevieve Williams	Mrs. Macy Baker, French Lick
May 18	Danville	Mrs. Joseph Ferree	Ottie Roberts, Brownsburg
May 19	Columbus	Cleo Rogers	Mrs. C. E. Dawson, North Vernon
May 20	Cambridge City	Nellie L. Jones	Marcelle Foote, Connersville
May 21	Decatur	Ruth Winnes	Flora Hartsock, Marion
May 25	Kokomo	Susan Erlewine	Mrs. Emma Davis, Atlanta
May 26	Monticello	Nora G. Gardner	Mrs. Hilda Fenstermaker, Francesville
May 27	Hebron	Mrs. W. E. Thaney	Ruth Cass, Westville
June 1	Syracuse	Mrs. Alice Hire	Dorothea Groves, Milford

The chairmen and the secretaries of each district and Hazel B. Warren, chief of the Extension Division, Indiana State Library, arranged the programs for the meetings. The general discussion for each centered around the following subjects: survey of library conditions in Indiana; needed library legislation; and budget making and the tax levy for 1937.

Mrs. George W. Blair, trustee, Mishawaka, president of the Indiana Library Trustees Association; Flora M. Case, librarian, Elkhart public library, president of the I.L.A.; Ralph R. Shaw, librarian, Gary public library; Frank H. Whitmore, librarian, East Chicago public library; Mrs. Donald Alexander, Rushville, who did special legislative work, and Mrs.

George Bridwell, trustee, Bloomington, presented the subject, Library legislation, at various meetings. E. A. Chapman, assistant director of the Indiana State Library, and Miss Warren discussed library conditions in the state and budget and tax levy problems on each of the programs.

Sixty fall and spring children's books, sent by fifteen publishers, were on exhibit at each meeting. A special collection of about two hundred non-fiction adult books on popular subjects were also exhibited and discussed on each program.

Outside speakers and various forms of entertainment available in the community gave individuality to each meeting.

L. C. McIntosh, president of the library

board at Worthington, welcomed the guests. Mrs. Dean Merrill, trustee, gave a brief history of library service in Odon and described the new library building which is being made possible by a bequest of the late Jonas M. Winklepleck. Iva Kindred, English teacher in the Worthington schools, discussed children's books and reading with the title, "Green valley beyond." Eunice D. Henley, chief of the Loan Division, Indiana State Library, in her talk answered the questions, What can our book fund buy? and What does it buy? After luncheon all enjoyed a visit to the CCC camp.

At Huntingburg, all had opportunity to see the beautiful new library building which was finished last winter. Greetings were extended by A. R. Becker, mayor, and Louis Wagner, president of the library board. Ethel F. McCullough, librarian of the Evansville public library, discussed book selection and reviewed briefly several of the good books of the year. She also described the routines for order work at that library. A visit to the Uhl Pottery Works was made after luncheon. Mrs. Hannah Uhl Switzer gave the history of Uhl pottery making from its early beginnings in Europe. The afternoon program closed with a monologue by Mrs. Lula M. Luke-meyer. Tea was served in the auditorium by the staff and members of the board.

Dr. Carl H. Griffey, president of the Central Normal College, opened the morning session at Danville with general remarks on the educational value of libraries. Mrs. Hazel Youkey, librarian of the Throntown public library, chose the title, "Building a future reading public," for her discussion of the duties and privileges of a librarian in guiding children's reading. Mrs. Charles R. Smith, Danville, described attitudes toward books twenty years ago. Miss Henley presented the problems of the book budget and the types of books that should be found in a public library.

Preceding the discussion of library legislation at Columbus, Donald Du Shane, superintendent of schools, compared the legislative programs of schools and libraries

and outlined the methods the teaching profession had used in order to get such legislation. He urged librarians to organize and to work together on a definite legislative program. Melvin Lostutter of the Columbus *Evening Republic*, author of *High fever*, demonstrated the manner in which libraries helped him as an author. Dale P. Bessire, Edward K. Williams and L. O. Griffith of the Brown County artists' colony, attended the afternoon session. Each commented briefly upon the pictures he had on display in the library auditorium, and on art interest in general. Following luncheon at the Columbus Girls' Club, guests were taken to see the Youths' Camp, nine miles from Columbus.

The fifth district meeting was held in the lovely new library building at Cambridge City. Elizabeth Ohr, head of the Fine Arts Division of the Indianapolis public library, discussed fine art books for small public libraries and used as examples several of the more recent books on the subject. Mary Overbeck of the Overbeck Potteries, Cambridge City, described the making of pottery. An exhibition of pottery and the designs from which the Overbeck work was made were on display in the library.

After all had been welcomed to Decatur by Mrs. A. D. Myers, trustee, Walter J. Krick, superintendent of the Decatur schools, discussed cooperation between public and school libraries. Alice Phillips, librarian at Waterloo, told about the pleasure and work of rejuvenating their library. William J. Gross, editorial writer of the Fort Wayne *News-Sentinel*, used the title, "Whither democracy," for his talk on the political and social aspects of American life. Rex M. Potterf, librarian, Fort Wayne-Allen County public library, told of county service in Allen County. Mr. Shaw described the new book trailer recently acquired by the Gary public library for extension service in the township.

The guests at the Kokomo meeting had opportunity to see the splendid results of cleaning and redecorating the library un-

der a WPA project. Most of the morning program was taken up with discussions of library finance, book selection and various other problems. Miss Ohr again discussed general art interest in the community and briefly reviewed several art books. E. M. Souder, editor of the *Kokomo Tribune*, gave excerpts from his autobiography, *Bygones*. The afternoon session, which was held at the Country Club, where luncheon was also served, closed with Mrs. Wanita Frederick Hughes' description of her visit to the Magnolia Gardens at Charleston, South Carolina. Tea was served by the staff.

Mayor A. A. Anhier and George F. Marvin, president of the library board, welcomed all to Monticello, and spoke briefly of the beauties and interests of their community. Mr. Shaw discussed the development of library extension from the Gary public library with a description of the new book trailer. Mrs. Blair and Miss Case spoke of the plans for the state meeting, and of the year's work of the I.L.A. and the I.L.T.A. Luncheon was served at the Sportsmen's Club, Lake Freeman. Maureen Fisher, Hammond public library, gave a splendid review of Max Eastman's *Enjoyment of laughter*. This meeting had the largest attendance—one hundred and fifteen.

At Hebron, Mrs. Blair approached the subject of library legislation from the national point of view. Bessie G. Glawe, East Chicago public library, presented some excellent plans for the stimulation of juvenile vacation reading. Gladys Brown, Gary public library, spoke of the philosophy of reference work and of the librarian's duty and privilege to make every effort to produce results answering the patron's needs. The need of frequent weeding and renovating a book collection was emphasized, and a

workable plan as a means of effectively doing this was given by Edythe Klapka of Whiting. A book review may be tiresome or dry, or conducive to spoiling the later reading of a book, but Maureen Fisher's review of Max Eastman's *Enjoyment of laughter* was none of these. It was particularly well done.

C. C. Bachman, president of the library board at Syracuse, started the day off well with interesting library facts about Syracuse and the surrounding lake region. Mayme C. Snipes, librarian of the Columbia City public library, talked about book selection and summer reading plans. Gertrude Bloomer, Mishawaka public library, used the title, "Antiquities—see also library catalogs," for her discussion of modernization of the catalog. Helen Siniff, South Bend public library, stressed the importance of forming library publicity plans and the problems and results of radio as good publicity. G. Fred Weidman, Book Shop of South Bend, described library service from an outsider's point of view, and emphasized the library's educational opportunity. Luncheon and the afternoon session were at the Sargent Hotel, Lake Wawasee.

Approximately 900 librarians and trustees attended these ten meetings. Good discussions showed new interest in library development and administration.

The description of the libraries damaged by flood aroused so much interest that at four meetings a silver collection was taken. The librarians, suggesting this collection, specified that the money be turned over to the State Library to buy children's books for the Jeffersonville and Lawrenceburg public libraries. Seventy-seven dollars were contributed.

### SUMMER COURSE IN LIBRARY SERVICE, 1937

The thirty-fourth summer course for librarians was given June 14-July 31, in the Extension Division room of the State Library and Historical Building.

No course was given last year, and a

larger number of students registered this year than for several years. Thirty-one satisfactorily finished the course. Nine are librarians of small libraries, and twenty-two are assistants. One has an A.M. de-

gree, four, A.B. degrees, one has had four years at Herron Art Institute, one two years of college, two, one year, and three have had special extension courses. Nineteen have only a high school education.

The first afternoon of the session the class visited all divisions of the State Library. One afternoon the second week they visited all departments of the Indianapolis public library. All went to the Business branch, Teachers branch, and at least one other branch of the public library. One morning was spent at the National Library Bindery, and two afternoons they had special demonstration and practice in book mending—one from a representative of Demco Library Supplies, and one from Gaylord Brothers. The Wilcox Follett Company book trailer was on exhibit all of one day.

Regular courses were given by the following instructors: Children's work, Carrie E. Scott, supervisor, work with children, Indianapolis public library; Cataloging and classification, Leland R. Smith, librarian, Butler University library; Loan, Amanda E. Browning; Order, Louise Haworth; Reference and trade bibliography, Edward A. Chapman; Administration and book selection, Hazel B. Warren—all of the Indiana State library staff. Special lectures were

given by Evelyn Sickels, Kate Dinsmoor, Ethel Cleland, of the Indianapolis public library staff; and Dr. C. B. Coleman, Florence Venn, Esther McNitt, Caroline Dunn, Mrs. Marie LaGrange, Helen Rogers and Mrs. Louise Williams of the State library staff.

Students registered were: Virginia Alexander, Frankfort; Maryadaleen Aughe, Kokomo; Mrs. Nona Campbell, Greencastle; Edythe Canaan, Petersburg; Janet Closson, Logansport; Pauline Cook, Columbus; Wilda Davidson, Logansport, R. R. 4; Helen Dennison, Raub; Frances Dickerson, Columbia City; Marian Dunlap, Columbus; Margaret Griffith, East Chicago; Edith Mae Hagemeyer, Bicknell; Mrs. Golden Jackson, Fort Branch; Dorothy Kaley, Kewanna; Alice Kerns, Frankfort; Eleanor Koehnke, South Bend; Mary Florence Landes, Greencastle; Anna Florence Linder, Columbus; Dorothy I. Martin, Rockville; Ormal Morrison, East Chicago; Elizabeth Patterson, Cannelton; Mildred Richardson, Boonville; Eleanor Robinson, Logansport; Martha Samuels, Greensburg; Agnes Stocker, Evansville; Elsie Symons, Knightstown; Anna K. Thompson, Merom; Jean Viets, Vincennes; Helen Watkins, Warsaw; Gladys Woelflin, Scottsburg; Kathryn Yeager, Earl Park.

## INDIANA LIBRARY ASSOCIATION AND INDIANA LIBRARY TRUSTEES ASSOCIATION

Flora M. Case, Elkhart, President I.L.A.

Mrs. George W. Blair, Mishawaka, President I.L.T.A.

"Indiana Libraries Looking Ahead," is the theme for the joint conference of I.L.A. and I.L.T.A. to be held in the Hotel Lincoln, Indianapolis, October 13 to 15. The program of the general sessions will be devoted to probable future developments and the preparation for them.

This year an effort has been made to reach and interest every trustee and librarian in the state organizations, and especially to urge each one to attend the fall

meetings. The objective of the associations—to give every citizen in Indiana adequate library service—can only be reached by working together for the benefit of individual libraries and the extension and growth of the library movement in Indiana.

Copies of the plan for extension and development of library service, formulated by the Indiana Library Planning Council, will be distributed to libraries before the meeting. The plan will be submitted at the



opening session and at the closing session will probably be discussed in detail and accepted or modified by the associations. Each librarian and trustee is urged to study it in advance of the conference.

Speakers who are being secured are the best in their respective fields. Dr. Marshall E. Dimock, associate professor of Public Administration at the University of Chicago, has been highly recommended for his study of regionalism. Lawrence V. Sheridan is consultant for the State Planning Board of Indiana, with whom our Planning Council wishes to work in close cooperation.

Dr. Andrew Cordier of Manchester College, always a fascinating speaker, is particularly well equipped for his subject by his experience in supervision of federal projects in adult education. He will give definite attention to the library's opportunities for service in his treatment of the subject.

Vera Brittain is said to speak as convincingly as she writes. Probably most Indiana librarians struggled to keep a sufficient number of copies of her *Testament of youth* to satisfy the public. She will speak on some of her own experiences.

Each library will be sent a detailed and complete program later. A brief outline follows:

Addresses:

- "Regional libraries"—Dr. Dimock
- "State planning for Indiana"—Mr. Sheridan
- "A plan for Indiana libraries"—Hazel B. Warren
- "Journalism as a career"—Vera Brittain
- "Adult education in a new America"—Dr. Cordier.

Round Tables:

- Administration problems—Mrs. George Blair, Mishawaka
- College and reference—Leland Smith, Butler University
- Special libraries—Mrs. Isabella Brokaw Wallace, Whiting

Junior members—Lois Zimmerman, Indianapolis

Work with adults—Bertha Ashby, Bloomington

Work with children—Mildred Voelkel.

Social Functions:

Banquet entertaining visiting organizations

Trustees luncheon

Junior members breakfast

Tea at the John Herron Art Institute

Indiana Library Planning luncheon.

Wednesday morning the trustees and librarians will hold their separate committee meetings and executive board luncheons. In the afternoon there will be an important joint meeting at which the subjects, regional libraries, and state planning, will be discussed. Wednesday evening Vera Brittain will give her address at the War Memorial building.

Thursday, the section meetings will be held. Librarians interested in administrative problems are invited to join the trustees section at 9:30 for the discussion of federal relations, budgets and the highlights of the A.L.A. June meeting in New York City. After the trustees luncheon the meeting will be resumed, with such subjects as salaries, vacations, hours, self-improvement, publicity and retirement under discussion. At four o'clock, tea will be served at the John Herron Art Institute. The banquet Thursday evening will depart somewhat from those of past years. Instead of one speaker there will be a panel discussion among friends of libraries who are presidents of important state organizations.

One session is being omitted from the Thursday schedule to relieve the crowding of the round-table discussions. That session appears later as a luncheon on Friday, making it possible to separate the adoption of *The Plan* from the other business meeting. The committees feel that the formulation and adherence to a plan is so vitally important to the future progress of our libraries that they firmly insist that

every trustee, head librarian, and forward-looking librarian in any position, should attend this luncheon and take an active part in the discussion. Also, action will be

taken on the codification of library laws, and publicity.

The session will close in time for reaching any part of the state before nightfall.

## LEGISLATURES AID PUBLIC LIBRARIES

More rapid public library development was ensured in the state of Michigan when Governor Murphy on July 23, signed an act appropriating \$500,000 annually in 1938-39 and thereafter for state aid to libraries, saying that this was "a discriminating way for the government to spend money."

This appropriation is divided between an equalization fund for establishment of new library service and aid to libraries already in operation, with a small sum for administration by the state library, which a companion act placed under a non-partisan board. Careful planning for allocation of funds will fill the interim year, according to the governor.

Three other state legislatures, in sessions recently ended, made biennial appropriations for state-wide public library development on a basis of a large unit of service as follows:

**Arkansas.** Appropriation of \$100,000 for the biennium—\$35,400 for re-establishing the work of the state library commission and \$64,600 for state aid for books for county and regional libraries, to be distributed in accordance with regulations set by the library commission.

**Ohio.** Appropriation of \$150,000 for the biennium, for state aid to qualified public libraries for operating expenses and purchase and repair of books and periodicals, distribution to be made at the discretion of the state library boards. It is planned to continue large grants to one library per county, this library to aid weaker libraries in the county or extend service to rural areas, and to make small direct grants to other libraries whose standards justify it. Not more than \$6,000 may be used for administration.

**Vermont.** Appropriation of \$25,000 for the biennium, for development of regional library service, to coordinate the work of the small libraries, in addition to the regular appropriation. The same act set up a library commission consisting of the commissioner of education and two persons appointed by the governor for eight-year terms, to replace the library division of the department of education.

Campaigns in several other states brought partial results at least, with hope for complete success in the next session:

**Idaho.** The appropriation for the free traveling library commission was more than doubled—\$28,000 as compared with \$11,000—as a result of the state aid campaign, though the request of \$50,000 for regional development was not granted.

**North Carolina.** The state aid act was passed with the appropriation section cut out. This provides a framework for an appropriation request next year, however. The appropriation for the state library commission was increased from \$32,090 to \$40,545.

**Tennessee.** An enabling act was passed creating a division of libraries in the department of education to coordinate under a director all the library activities of the state. The appropriation for the director and for development of a system of regional libraries failed to carry, though \$100,000 was appropriated for aid to school libraries, and the appropriation was renewed for the state library, now a part of the new division.

**Washington.** The appropriation for the state library was doubled—\$35,900 for the biennium as compared with \$17,800—

though the governor vetoed the state aid appropriation of \$400,000 on the ground of economy, after it had passed by large majorities in both houses.

The Pennsylvania legislature renewed the small appropriation for aid to county library establishment, which it has now made biennially since 1931. New Jersey has also given financial aid to county libraries for some years as part of a program of state aid to public and school libraries.

State aid bills failed to pass in Illinois, Indiana, Texas and West Virginia. The

Texas senate was unanimous in its approval, but the bill was lost in conference.

Increased appropriations for state library agencies have also been reported in Georgia (\$35,000 as compared with \$18,000), in Nebraska (\$40,000 as compared with \$25,000) and in Oregon (\$105,715 as compared with \$94,596). The Oregon legislature also approved a building for the state library.

PUBLIC LIBRARY DIVISION,  
AMERICAN LIBRARY ASSOCIATION

JULY 26, 1937.

### THE LIBRARY IN "MIDDLETOWN"

Robert S. Lynd, author of *Middletown in transition*, presented the problems confronting Middletown's library in his talk at the New York public library, April 27. Mr. Lynd offered suggestions for the solving of these problems. He said in part:

"Being the librarian in Middletown is the loneliest job I know. Everybody is for you in general; nobody is for you in particular. There is pathetically little support.

"The plight of the public library is that it is a public value. Like the schools and the churches, it represents the 'finer things of life.' No progressive community would think of not being proud of its library. But the big objectives of a progressive city are to make money and to keep out of the red. Progress must not cost too much, taxes must be kept down. It is generally agreed that there should be a good library. Maybe next year or the year after money will be allotted. Now they must take up more disputed matters.

"Another obstacle to the library is that Middletown approaches its problems from the negative viewpoint. Propositions are not likely to get the response, 'Let's do it. How should we go about it?' The reaction is more often, 'We can't do that. We've never done it before.'

"Still another tendency of Middletown is to compare its performance with other cities of its size. The library must fight this propensity to drag it to an average level.

"How, then, can the library get out of its straits?

"First of all, the public library can give a positive account of its functions in the community. To hammer against the tax rate is to meet a wall every time. The library should rather state its services to the people and show what could be done with more money.

"Secondly, the community is terribly afraid it will change too fast and slip over into fascism or communism. While Middletown believes terrifically hard in progress, it wants things to happen in due course in their season. The library can help present local problems in positive terms, and it can advertise that it will spread this information.

"Finally, if the library is to get past being a symbol, like the flag, it must have a body of Friends of the Library, who will work for it in season and out. It must get over being an outpost that is taken for granted."

## JUNIOR MEMBERS

### A Symposium

What promise, if any, does the future hold for the youth of today? With 8,000-000 young people out of school and out of work in a practically jobless world, the outlook for youth is far from promising, and the problem of substituting some other form of activity becomes increasingly important. In this program, the public library has a very vital part to play and the junior librarian, sympathetic to youth and understanding its problems, may in many cases become the connecting link. Following are some practical suggestions from our Junior Members.

The problem facing librarians today brings up the questions, How attract the younger borrowers? and then, How keep their interests focused in the right direction when that interest has been aroused? The attitude of "what's the use," created by the economic situation, is growing to an alarming extent. The young person of high school age or a little older can see very little ahead for him, and too many times feels that no matter what he wants to do, he has come up against a blank wall. In this frame of mind, if he reads at all, he is interested only in escape literature. Western and action stories are all that appeal to him. When he has this attitude, he is very difficult to deal with, and any efforts either to attract or divert his attention must be made carefully so that he will not be driven away from the library entirely.

In our library, we are beginning with the schools. We serve fifteen township schools and one high school. In the township schools, our one idea is to foster any kind of interest in the library. Many of these pupils, even in the upper grades, have never been to the library. Since this is true, it is needless to say that they will never come to us when they are older. In order to awaken an interest, these schools are visited occasionally and brief talks given telling what they will find in the library.

The teachers in these schools have been very good about taking classroom collections to their pupils; and in some instances they have even brought their classes to the library for a tour of inspection. If any child expresses a desire to see a certain kind of book, he is shown where to find the books and is given a chance to select one for himself.

With the students of high school age, we again try to reach them through the school. The teachers work in close cooperation with the library, taking representative books and giving short reviews of them in their classes. Perhaps the most successful plan was suggested by an English teacher. She took a number of book jackets into her classes and allowed them to circulate freely. The publishers' blurbs were read, and any other books similar to the one under discussion were mentioned. When the library opened that noon, there were between fifty and seventy-five high school students waiting on the steps, each with a definite book in mind. The art teacher also originated a very helpful plan. In her class in poster work, she announced that any suitable posters would be displayed in the library. The interest in this idea was good, and most of the students chose themes relating to classes of books.

Thus we try to attract our young people, hoping that the library habit will become so fixed that they will continue to come after they have finished school. Of course, we are sometimes at a loss to meet all their demands, for during the worst of the depression, when our book fund was drastically cut, we did what I imagine most libraries did. We bought the more popular types of books to cater to the largest number of our patrons. Consequently, we find ourselves seriously handicapped now when these young people come to us for vocational books or books on hobbies. However, aided by periodical material, the few



books that we can afford to buy, and to a very great extent by the State Library, we are trying to meet any special needs that are brought to us.

MARCELLE K. FOOTE,  
formerly Albion Public Library.

The junior librarian, having zest and enthusiasm to try the new methods of approach to old and new ideas, should be the logical one to reach the young people. Her attitude in desiring to face problems and in seeking an answer by actual experience appeals to the young adult. Both feel the acceleration that comes from working things out rather than accepting the advice given by someone who has already experienced the same problems. This mutual attitude of making life an adventure is not only a means of contact but also provides new channels of exploration for both. The junior librarian, as a rule, has been out of college just a few years and is therefore still interested in many fields of study which are just presenting themselves to the youth. She is eager to share her knowledge as well as to learn from the youth who has made one of these fields his hobby. Her technical training and her background of reading make it possible for her to assimilate and to present new material to the youth in an understandable manner. This, and her eagerness in discovering new ideas while working with the youth, enables her to inspire a spirit of comradeship as well as respect.

However, the librarian must be one who likes young people, one who is sympathetic yet firm and positive in her convictions. If she is a decidedly retiring type, or someone who is irritated by noisy boys and girls, she should find her vocation in some other branch of library work. She must be interested in her work, for her method of presenting the library to young people is a determining factor in the response they make to the library.

Due to the junior librarian's position in the library, which is seldom an administrative one, she usually has ample opportunity

to make personal contacts. This permits her to know her public and its interests and also gives her time to give them special attention. The youth of today not only wants to learn but he also wants to discuss his problems, and he wants someone who is an understanding listener to talk with him.

Not all young people have hobbies. The librarian must approach those who do not through the channel of friendship until she finds the individual's special interests. At times she even has to arouse an interest, for some have not yet acquired any definite ideas for themselves. Often the fact that the librarian is youthful and full of zest stimulates a dilatory person to read. Even if the reading is the lightest of fiction, it gives the librarian and the individual a point of contact. It is an opportunity for the librarian to learn about books she otherwise does not have time to read and to suggest others that she has found interesting and delightful. In this way the librarian has won a patron, but she must always be as enthusiastic with the reader of light fiction as she is with the individual who loves the best in literature. Here again her willingness to share and to take are responsible for her progress in reaching the youth.

The junior librarian is better able to reach the young people if they have made the proper contacts with the library during elementary school days. If they have had special instructions in the use of the library and have become acquainted with it through use, they will not hesitate to rely upon the library and the librarian.

If the junior librarian learns to know her public while it can be called "The Young People," she will be better qualified to administer to it in later years when she is holding a more responsible position.

LUCILLE ERWIN, *Librarian*,  
Plymouth Public Library.

Guidance—not leadership—practiced by librarians is the psychological method for bringing youth to our literary fields in or-

der to supply their greatest needs. They must be guided to the things that will appeal to their minds. We, the librarians, can contribute abundantly and sufficiently to this portion of their lives which is entrusted to us to mold intelligently for future service. Our cooperation, our personal enthusiasm, our companionship, our tolerant and sympathetic counsel will encourage their desires to make further use of the facilities offered by the public library.

An unique display of books, arranged conveniently and with much thought in selection, will attract attention to the thing they need and want. Exhibits on "Youth Today" and on subjects of interest to young people might be arranged within the library, supplemented by newspaper articles and other outside announcements based on the displays.

The library staff can assist the teaching staff with constructive cooperation in giving educational necessities to young people. By giving special recognition to this group, which requires much attention, we can build a foundation for cultural reading which will be greatly appreciated in future life and be regarded as a valuable asset acquired in youthful training. We must become aware of the fact that all people are not readers by choice, and that we need to do our part to discover their interests and open our doors of pleasure and knowledge for their adventurous seeking.

To organize clubs such as the Vacation Reading Club through summer months is

one inspiring method of getting the younger people interested in good reading. My experience has been that if left to choose their own reading, with the librarian's suggestion, they choose more books of a classical nature than they do when a required list is submitted for their reading. They like to browse around in all nooks and corners of the library and be free to select a book in any section of the juvenile department, rather than in a restricted class.

When interesting and worthwhile books for reading are suggested, a brief description is sometimes needed in order to arouse interest. A group should have variety, for all young people are not interested in poetry, science and art—someone will always want a book entirely different from any that has been chosen for the group. Library readers may think they choose their own books, but this is rarely the case. The alert librarian counts it part of her function to anticipate her reader's needs. If she cannot supply a specific title, she substitutes another, and the reader usually leaves with the book which is offered.

If we librarians will lend ourselves to the young people who search our shelves and magazine tables for something entertaining and intellectual, give our assistance to those who consult our reference department for information, be ready at all times to do our utmost in granting complete satisfaction to our readers, we have in part complied with the general service of the public library.

JEWELL MOUNT, *Librarian*,  
Scott County Public Library.

## INTERESTING NEW BOOKS FOR BOYS AND GIRLS

### A Book Symposium

The recent output of books from the publishing world has brought to us many volumes rich in interest to boys and girls. In this book symposium, conducted by Carrie E. Scott, a number of these books are reviewed by various members of the chil-

dren's department of the Indianapolis public library.

*New World Builders*, by Blanche Woods Moorehead.

Thrilling days with Lewis and Clark, the

subtitle, describes in a few words the content of this book, which tells in a clear, simple style, for boys and girls in the elementary grades, the story of the first great exploring expedition across the American continent. In books written for children, too little attention has been paid to this great feat which made possible the opening of our great western country to civilization. Too few boys number among their heroes the two great leaders, Meriwether Lewis and William Clark, strong men of achievement who helped to make true a great dream of President Thomas Jefferson, their friend and sponsor. Too few girls know the story of Sacagawea, young wife of the French trader, Toussaint Charbonneau. This brave Indian princess, better known as the Bird Woman, carrying her little papoose on her back, served as guide through the rough uncharted western country. The experiences of the men and boys, of all members of this great expedition, make the reader realize what it means to be a New World builder.

Christopher B. Coleman in his introduction expresses the hope that this book will lead the reader to the larger literature of the subject, especially to the Original Journals of the Lewis and Clark Expedition, edited by Reuben Gold Thwaites. We join him in this wish.

CARRIE E. SCOTT.

*Wagons Westward*, by Armstrong Sperry.

In the year 1846, Independence, Missouri, was a settlement on the outermost edge of civilization. Beyond lay the West, raw, violent, dauntless. Jonathan Starbuck, a boy of fifteen, lived with his father in this frontier town, and was apprenticed to learn the saddler's trade. Early each spring, he watched the great caravans gather on the banks of the river preparing for the journey West. When he heard the magic cry, "The grass is up!" he knew that grazing was assured for the cattle on the prairies and the wagons would be leaving. Then the blood in his veins coursed swiftly, for he wanted more than anything else in the

world to ride with the great caravans into the untamed West.

When his chance came, Jonathan took his father's rifle and, riding Hawk Eye, joined Black Jack Bannock's wagon-train which Pierre Leroux, hunter and trapper, was to guide to Sante Fe. Adventure followed thick and fast! Jonathan saw buffalo herds surging in full stampede. He was captured by the Comanche Indians, escaped, and carried an important letter to the leader of the American troops. When the soldiers marched through the Apache Pass on the Santa Fe, and the red, white and green flag of Mexico was pulled down, and Jonathan saw the Stars and Stripes floating over the Rio Grande, a thrill of pride ran through him, for he knew that he had had a part in making the history of the Great West.

EVELYN R. SICKELS.

*The Codfish Musket*, by Agnes Danforth Hewes.

Here is a stirring story for older boys. It takes place directly after the Revolutionary War when the country, bankrupt from the war, was trying to find financial security.

Dan Boit lived in Boston with his old grandfather, and learned from him of John Ledyard and his two-fold dream. The first part of this young American's dream was to raise his country from bankruptcy and starvation to security and abundance by means of establishing trade with the Far East. Ledyard did not live to see his dream come true, but Dan witnessed its partial fulfillment when he saw the Columbia, first Yankee ship around the world and first around the Horn, sail grandly into Boston Harbor bringing the news that China would buy all the sea-otter fur that America could supply.

The second part of Ledyard's dream was to explore the Great West and blaze a trail across the continent from the Atlantic to the Pacific and thereby open a path to the trade of the Orient. Dan is fired with the ambition to try to have a part in making

this dream a reality. He leaves Mr. Cotton's store near Boston Harbor, and goes to Washington. He meets Thomas Jefferson, the president, and learns that he, too, is fired with John Ledyard's dream of exploration, and he is sending Meriwether Lewis on an expedition to the Pacific Coast. The president entrusts Dan with an important letter to Lewis.

The last third of the book is devoted to an account of Dan's trip through the wilderness and the dangers he encounters. He not only delivers the letter safely to Lewis, and sees the famous Lewis and Clark expedition start up the Missouri River, but he also discovers and thwarts a plot against the expedition. In consequence, he finds himself in possession of a consignment of rifles which he ships to Mr. Cotton, via New Orleans, to replace the Codfish Muskets which had been so mysteriously stolen from the store earlier in the story.

The book not only gives a vivid picture of Boston Harbor and its shipping and the new Capitol at Washington, but it also gives a stirring picture of the frontiersmen making their way from Bedford to Pittsburgh, "the Gateway to the West," and going on down the Ohio to the Mississippi River. The reader is left with a keen sense of the indomitable courage of the pioneers who had "the will to do for themselves, to think for themselves," and the realization that nothing could stop a people with that spirit.

EVELYN R. SICKELS.

*Riders of the Rio Grande*, by Glenn Balch.

When Tom Harris of the Philadelphia Harrises, listened to the plea of his mother and gave up the social life of Bar Harbor to accept his uncle's invitation to spend the summer on his ranch in Texas, he felt very sorry for himself. If it had been the old West, he would have been delighted, but those days were gone, he thought, and nothing remained but dude ranches and mail-order cowboys. "Where," he asked a fellow passenger, "do they find amusement

and excitement?" He was not long in finding out. From the moment that he alighted from the train and a cowboy pulled his gun and drawled, "Tenderfoot, shuffle yore feet," life ceased to be a bore to Tom. His uncle, for some unexplained reason, failed to meet him and he soon became involved in a fight, was accused of horse stealing and rustling, and things looked very bad for him. But Tom was endowed with courage and a keen mind and enough stubbornness to want to see it through. How he concealed his identity, got a job as a flunkey on, what he later found, was his uncle's ranch, became a cowboy and helped to track down the rustlers, makes a story that will be popular with readers of all ages.

This is an unusually good western and mystery story and it is blessed with a hero who develops into a strong character. The large, clear print and the illustrations by P. Farrington Elwell add much to the attractiveness of the book.

ZELLA SPENCE.

*Thord Firetooth*, by Alice Alison Lide.

As Ood-le-uk, the Eskimo, separated from his family over a period of years, met with a series of adventures in his wanderings, so does Thord Firetooth, a young Norse warrior, "fight for and lose a castle in the North Country, serve over half of Europe as thrall to plow, huntsman for a duchess, slave to an oar, wanderer over Hunnic marches," and play boy in the magnificent city of Constantinople in the year 1001 before setting out in his own ship in search of his family now moved to the New World. After finding that neither his own Norse gods nor the gods of his Magyar friend Vaik could protect them from the cruelty and barbarism of their captors, he turned to the faith of the strange White Christ and finally turned his own people from the worship of the old gods to that of Christ.

Even though a few of the many incidents in this adventurous tale are none too convincing, Mrs. Lide has given us a story full of excitement and suspense, authentic in



the details of primitive living. Those readers who enjoyed *Ood-le-uk, the Wanderer*, will also enjoy *Thord Firetooth*.

MARY A. CARTWRIGHT.

*Phantom King—The Story of Napoleon's Son*, by Hildegard Hawthorne.

Hildegard Hawthorne has written another of her skillful biographies. In *Phantom King* she has chosen the son of Napoleon as her subject. His story is one of the most romantic and also most tragic of all history. An ambitious boy full of heroic dreams, he was destined to be thwarted wherever he turned and to die very young.

Miss Hawthorne has written a simple version of the famous eaglet legend. She shows the great Napoleon as a devoted father and husband. He was enormously proud of his small son and planned great things for him. All his ambitions were centered on his heir, the King of Rome. The little boy was surrounded by love and affection and was idolized by the people. Then came Napoleon's terrible defeat. Marie Louise elected to go home to Austria. There she took her small son and handed him over to her father. Franz was really fond of the boy but politically he was dangerous. Franz and his ministers decided they must make an Austrian of him; he was Marie Louise's son, people should forget that he was also Napoleon's. But France and the rest of Europe did not forget so easily. He was now called Franz after his grandfather and was virtually a prisoner in one or another of the castles. Metternich, who was the real ruler of Austria, hated the boy as he had hated his father, and feared him because he saw in him the same danger to the peace of Europe that Napoleon had been. Poor Franz, as he was now called, had no outside contacts, was promised things only to be put off with some excuse, his hopes aroused and then dashed again. This senseless cruelty to a sensitive and intelligent child probably contributed to his illness and death.

The book is very well done and will appeal to older boys and girls.

ELIZABETH H. McCracken.

*It's More Fun When You Know the Rules, Problems of Etiquette for Girls*, by Beatrice Pierce.

The author thinks the purpose of etiquette is not to make life more difficult, but to make it more pleasant for everyone, and that rules are the tools which will help to make life richer and happier. It is really a kind of game, she says, and the girl who has learned the rules will have fun and will be more popular with her friends because she can forget herself and be interested in other people instead of being distracted by doubts and agonizing over her own mistakes.

The author also knows the rules of writing for young people. She catches their attention with an attractive title and she holds their interest with her intimate, conversational style.

Those who are fortunate enough to have access to this book will not lack for sensible advice on all phases of social life, and we hope they will leave it on the table where it may be picked up and read by the whole family, especially the chapter on Home Life.

ZELLA SPENCE.

*Bright Island*, by Mabel L. Robinson.

This is a splendid story for older girls. Thankful Curtis inherits from her sea-faring grandfather a deep love of the sea and an intense devotion to her island home. She is joyfully content in her little world, learning her lessons from her Scotch mother, and helping her Maine father with the work about the farm. Happy with her sailboat, her pet gull, and her staunch friend Dave, she is keenly alive to the beauties of the sea, the incoming and outgoing tide, and the lifting of the fog. But the peaceful rhythm of her life is rudely shattered when she learns that she must go to school on the Mainland. She resents this hotly. Not until she learns that it was the cherished plan of her grandfather, and that in his will he left money for her schooling, does she bring herself to consider the idea.

At the sophisticated co-educational academy, she finds it hard to adapt herself to

the new life. But she realizes that it is "sink or swim" and she meets the challenge with determined spirit. Common sense, clear thinking, and a good scholastic foundation laid by the thorough teaching of her mother, help Thankful win a place for herself in the school, and gain the respect of her fellow students. Throughout her trying experiences, Thankful remains true to the best that is in her and learns to judge between false and true values.

After her schooling, when she decides to return to her island life, she has no sense of making a decision, but rather of "flowing into a great river where all along she had been headed."

The unhackneyed plot, the vivid characterization, and the poetic beauty of the style, combine to make this a book of rare distinction.

EVELYN R. SICKELS.

*Susan Beware!* by Mabel Leigh Hunt.

A book from the pen of Mabel Leigh Hunt is always an event; when this book has as its background, Indianapolis in the early eighteen-seventies, it is doubly interesting to Hoosier readers. *Susan Beware!* has as its inspiration the reminiscences of Anna Merrill Foster, daughter of Colonel Samuel Merrill, well known as a beloved officer in the 70th regiment in the Civil War, and also for the prominent place he occupied in the social, educational and business life of Indianapolis. The scene of the story is the old Merrill home, Merryacres, that stood for many years on Merrill Street between South New Jersey and Alabama. The story tells of the every-day experiences of eleven-year-old Susan as she romped and played with her brothers, sisters, and cousins; the games they invented; the pranks they played on each other; their childhood trials they weathered; the happy hours and the troubled ones. What good times they had! How they enjoyed their visits over at Aunt Jane's house and out to Aunt Mary Gorland's farm, where they petted Old Leader, the Colonel's horse in

the Civil War! How they loved hearing over and over again the legends their father told them about this beloved horse! We also have an account of school days, of music lessons, of Susan's part in the love affairs of Sophity Jane, the cook, and of the wonderful trip to New Orleans where, with her mother and baby brother, Susan visited her Uncle Karl and Aunt Lillian, met Celeste and attended the Mardi Gras.

While this book is strong in local interest, the theme is not localized. The steps in Susan's development from tom-boy and favorite playmate of brothers and cousins, to the lady that her wise and charming mother wished her to be, make a story that fits any place and any time, as true to interpretation of life today as it is to life of yesterday, an ageless story, its appeal being to young as well as to old. The illustrations by Mildred Boyle are attractive and true to the spirit of the story. *Susan Beware!* is up to the standard of Miss Hunt's other books which have found so many interested readers.

CARRIE E. SCOTT.

#### LIST OF BOOKS REVIEWED

- New World Builders*, by Blanche Woods Moorehead, Winston, \$2.00.  
*Wagons Westward*, by Armstrong Sperry, Winston, \$2.00.  
*The Codfish Musket*, by Agnes Danforth Hewes, Doubleday, \$2.00.  
*Riders of the Rio Grande*, by Glenn Balch, Crowell, \$2.00.  
*Thord Firetooth*, by Alice A. and Johansen Lide, Lothrop, \$2.00.  
*Phantom King*, by Hildegard Hawthorne, Appleton, \$2.00.  
*It's More Fun When You Know the Rules*, by Beatrice Pierce, Farrar, \$1.75.  
*Bright Island*, by Mabel L. Robinson, Random House, \$2.00.  
*Susan Beware!* by Mabel L. Hunt, Stokes, \$1.75.

## FELLOWSHIPS, SCHOLARSHIPS, GRANTS-IN-AID AND LOAN FUNDS

Extracts from Circular of American Library Association, Board of Education for Librarianship

The Board of Education for Librarianship of the American Library Association offers no scholarships or fellowships, and is not responsible for a grant awarded by any organization or by any committee of the American Library Association. In an effort to increase the opportunities for study to which librarians are eligible, however, the board has secured from the organizations listed herewith the statement that library science will be considered a subject within the scope of their grants. Candidates are urged to examine carefully before making applications the academic and other requirements of each scholarship, fellowship or loan fund and the purpose which it is intended to serve.

(Advanced, or graduate, study of library science presupposes a year of study in a library school, and at least one year of successful library experience. The majority of the fellowships available to librarians are for advanced, not elementary, study in library science.)

The American Association of University Women Fellowships listed below are open to American women unless otherwise stated. The Committee on Fellowship Awards grants fellowships in *general* only to candidates who have completed two years of residence work for the Ph.D. degree or who have already received that degree. The greatest importance is attached to the project on which the candidate wishes to work—its significance, and the evidence of the candidate's ability to pursue it.

One application may be made to serve for all the fellowships for which the applicant is eligible, if she so designates. Application must be submitted on the regular application form which will be furnished by the secretary of the committee on request. Applications and recommendations for these fellowships must reach the secretary of the Committee on Fellowship

Awards, 1634 I Street N. W., Washington, D. C., not later than December 1.

Dorothy Bridgman Atkinson Fellowship, \$1500, is open to women who, in addition to holding a bachelor's degree, have completed at least one year of graduate study and give promise of distinction. The field of study is limited to the Arts, Science and Literature. The fellowship is available to women from every section of the country, but all qualifications being equal, preference will be given to a candidate from the Northwest Central Section.

Fellowship Crusade National Fellowship, \$1500, is for graduate study or research, and is awarded only to one who gives promise of distinction in the subject to which she has devoted herself.

Margaret E. Maltby Fellowship, \$1500, is open to those women who show promise of distinction and have a degree in Arts, Science, or Literature.

Alice Freeman Palmer Memorial Fellowship, \$1500, a research fellowship, is offered in biennial years to one who has not only the degree of Doctor of Philosophy or Doctor of Science, but who also presents evidence of distinctive subsequent accomplishment in research.

Julia C. G. Piatt Memorial Fellowship, \$1000, is offered triennially to any woman having a degree in Arts, Science, or Literature who intends to make teaching her profession. In general, preference is given to those applicants who have had successful experience in teaching and in addition have completed at least two years of graduate study. The award is based upon evidence of character and ability of the candidate and promise of success in teaching.

The American Council of Learned Societies Grants, up to \$500, in aid of research, are made to mature scholars for definite projects already under way in research in the humanistic sciences. Applicants for

grants must be citizens or permanent residents of the United States or Canada. The receipt of applications closes in December of each year. All inquiries for information and for application blanks should be addressed to 907 Fifteenth Street, Washington, D. C.

The American Library Association, under the provisions of a grant from the Carnegie Corporation of New York, offers a limited number of grants-in-aid for the study of librarianship to residents of the United States and Canada. The purpose of the grants is to encourage and aid persons whose proposed study or research seems likely to prove valuable to the library profession, by enabling them to seek further education in librarianship. It is expected that the results of the studies of successful candidates will be made available to the profession. Candidates should be graduates of approved colleges or universities. Also they should have completed successfully at least one year of work in a library school and have had satisfactory experience in library work. Furthermore, they should present evidence that they are competent to pursue effectively their proposed studies. Under exceptional circumstances, either library training or experience may be waived. The work of candidates who are given awards must be done under the auspices of an educational institution recognized as appropriate for the supervision of their studies, but need not necessarily be done in residence. It is intended that recipients shall give full time to their studies.

The stipend may vary from \$750 to \$1500 or more, according to the requirements and qualifications of the recipient. Present employment conditions and the need for restraint in recruiting incline the committee to devote the larger part of these funds to the larger grants. When warranted, the stipend may be renewed for a second year, but a renewal should not be anticipated by any applicant. Grants will be conditional upon the acceptance of the applicant by the institution chosen to administer the work.

Application should be filed before February 1, with the Chairman of the American Library Association Committee on Fellowships and Scholarships, Charles E. Rush, Yale University Library, New Haven, Conn.

The Brookings Institution Research Training Fellowships form a part of the provision for advanced research training and for research opportunities, which is one of the Institution's major functions. The research fellowships and the cooperative fellowships, the expense of the latter being borne jointly by the Institution and the co-operating university, enable students to gain experience by working in Washington on projects of their own choosing under guidance of mature investigators. The fields in which the Institution is at present best equipped to offer research training are as follows: International economic relations, agricultural economics, power resources, labor and industry, financial organization, marketing, constitutional law, administrative law, tax, budget, and public personnel administration. Ordinarily the stipend, which varies in amount for different classes of applications and upon the merits of each applicant, is paid in part in the form of tuition, board and room at the residence of the Institution and other residence facilities.

Those eligible for fellowships are: (1) Persons who have completed the work for or have taken the Ph.D. degree. (2) Students in the later stages of their graduate work, who have completed all or practically all of the residence and course-work requirements for the Ph.D. degree and who wish to do thesis work in Washington. As it is the purpose of the Institution to supplement the graduate work of universities, it does not itself offer to confer graduate degrees; hence, such students will presumably take their degrees at the universities where they did their post-graduate work. (3) Mature persons without extensive academic training who show evidence of competence to do research work under informal guidance.

Requests for application blanks, which



should be submitted by March 15, may be obtained by addressing Leverett S. Lyon, Executive Vice-President, 722 Jackson Place, Washington, D. C.

The John Simon Guggenheim Memorial Foundation Fellowships, \$2000, are open to candidates, usually between 25 and 40 years of age, who have shown unusual attainments in research as evidenced by previous publications, or exceptional creative ability in the fine arts. Applications should be submitted before November 1 to Henry Allen Moe, Secretary, 551 Fifth Avenue, New York, N. Y.

The John Simon Guggenheim Memorial Foundation Latin American Fellowships are open to men and women, without distinction of race, color or creed, who are citizens of the United States, including Puerto Rico, and of the Argentine Republic, Chile, Mexico, and Cuba; for independent research and creative work in the arts. It is expected that candidates will be graduates of universities or professional schools, or persons who in other respects have taken advantage of the educational facilities available in their own countries in their special fields of study.

The stipend will normally be \$2000 for twelve months plus a travel allowance proportionate to the distance which the Fellows have to travel to the places of their study. The fellowships will be awarded in the first instance for one year, but with the possibility of renewal. Applications should be submitted to Henry Allen Moe, Secretary, 551 Fifth Avenue, New York, N. Y.

The Methodist Episcopal Church Student Loan Fund is open to members of this church under certain conditions as to character, scholastic standing, ability and future promise. Loans may be granted to students in accredited library schools only which are affiliated with approved colleges and universities. Detailed information and application blanks may be secured from the Board of Education of the Methodist Episcopal Church, 740 Rush Street, Chicago, Ill.

The National Federation of Business and Professional Women's Clubs, Inc., through several hundred of its local clubs has available scholarships or loan funds. Information may be obtained from Frances Cummings, Director of Education, 1819 Broadway, New York, N. Y.

The Julius Rosenwald Fund administers a program of fellowships for Negroes in any field of advanced study. In view of the great number of applications, only mature students who can show evidence of exceptional accomplishment in some definite field of work can be considered. Awards are made by the Fellowship Committee, on the basis of merit and accomplishments. Applications should be submitted to Mrs. Margaret Simon, Secretary, 4901 Ellis Avenue, Chicago, Ill.

The Henry Strong Educational Foundation Loan Fund was created by the will of General Henry Strong to aid worthy students to obtain a practical, literary, scientific, mechanical or business education in western or southern universities or colleges. The money is allotted to about thirty-five schools throughout the Middle West and South. Candidates are selected by the Loan Committees of these schools. Juniors and Seniors of above average ability are given preference. Loans bear 4 per cent interest and mature in installments covering four years following graduation. Repayments are credited back to the schools for use in making additional loans. Applications should be sent to the Secretary of the Fund, 50 S. La Salle Street, Chicago, Ill.

In addition to these grants which are not restricted to study in a particular institution, some library schools have scholarships or loan funds primarily to aid a student to complete the course in library science begun in that school, and most colleges and universities in which library schools are organized have available scholarships and loan funds to which students of library science are eligible in competition with other students in those institutions. The United

States Office of Education, the Institute of International Education, the Harmon Foundation and the Institute of Women's Professional Relations have published comprehensive lists of fellowships, scholarships and loan funds for study and travel.

The Indiana Library Association Loan Fund grants loans up to \$500 to members of the Association to assist in obtaining professional training. Applicants are

required to have had some library experience and to be qualified by ability and education for future service in the profession. Loans are to be repaid within six years, together with interest, at the rate of six per cent, beginning one year from date of loan. Application should be made to Caroline Dunn, Secretary-Treasurer, Indiana Library Association Loan Fund Committee, Indiana State Library, Indianapolis.—(Editor).

### INDIANA IMPRINTS, 1804-1849

The Indiana Historical Society has issued in its Volume 11, Number 5 of the *Indiana Historical Society Publications*, a ninety-page pamphlet, *Indiana Imprints, 1804-1849*, a supplement to Mary Alden Walker's *Beginnings of Printing in the State of Indiana*, published in 1934, compiled by Douglas C. McMurtrie of Chicago, the well-known authority upon early American printing. Mr. McMurtrie, with evident reluctance and a few exceptions, omits official state publications, as did Miss Walker. He includes about twenty-five broadsides of special interest, a class of printing which Miss Walker omitted entirely. In his "Introductory Note" he lists ninety-four printers or printing offices not listed by Miss Walker, bringing out sixteen additional cities and towns which were printing points before 1850.

Mr. McMurtrie lists 338 new items and two additional "Doubtful Titles." His earliest entry is *Laws for the government of the District of Louisiana passed by the gov-*

*ernor and judges of the Indiana Territory at their first session, begun [sic] and held at Vincennes, On Monday the first day of October, 1804. Published by Authority. Vincennes, (I. T.) Printed by, E. Stout. 1804.* The second item is the *Speech delivered by William Henry Harrison, governor of the Indiana Territory, on Tuesday the 18th August, 1807. To both Houses of the General Assembly, in the Representatives Chamber. From the Press [sic] of Stout & Smoot. [Vincennes:] 1807.* This was reprinted in the *Western Sun*, Vincennes, August 22, 1807. The only known copy recently brought to light is in the William Henry Smith Memorial Library of the Indiana Historical Society in the State Library and Historical Building.

*Indiana Imprints, 1804-1849*, by Douglas C. McMurtrie, is sold by the Indiana Historical Society, State Library and Historical Building, and by the Bobbs-Merrill Company, Indianapolis, for seventy-five cents a copy.

### RECENT PUBLICATIONS OF PROFESSIONAL INTEREST

A.L.A. offers two publications of interest to school librarians. *Significance of the school library*, a pamphlet compiled by Mary Helen McCrea, Mildred Batchelder, and Beatrice Sawyer Rossell, to aid speakers and writers, contains statements from

articles and addresses about the school library. Price, 50c. *The directory of school librarians who are members of the A.L.A.* names some 200 librarians. It sells for 45c. A.L.A. will send upon request an up-to-date list of A.L.A. publications about school library work.

*Basic reference books*, by Louis Shores. (\$4.00) 200 reference books, actually those most used in public, school and college libraries, are discussed in detail. These were selected with the help of librarians throughout the country. Lists of core collections for public, school and college libraries are included.

*Booklist books, 1936*, (75c) is a list of 260 best books of the year reported by librarians to have been read and enjoyed by the general reader. In addition to the books of general interest there is a list of 38 technical and business books compiled by C. M. Mohrhardt, chief of the technology department, Detroit Public Library.

*The library trustee*. (\$2.35) This publication, prepared for the Trustees Section of the association by Anna Gertrude Hall, answers many of the questions which confront the trustee and is devoted to discussions of the library board: its powers, operation of the library, library's money, library staff, the trustee in his community, and the trustee outside his community. An appendix includes suggested readings for trustees, bylaws, dockets, standards for public libraries, etc. Miss Hall is a li-

brarian of long experience in public, county, and state library work.

*Microphotography for libraries*, ed. by M. Llewellyn Raney. (\$2.50) The first book on the subject of microphotography is "one of the most useful of recent publications in the library field." In addition to reporting the microphotography symposium at the 1936 A.L.A. conference, more recent developments of importance are reviewed. Discussion includes: the filming of union catalogs, rare books and newspapers; the film publication of books direct from the manuscript; the experience of principal libraries with microfilm; cameras; reading devices; and films.

*Biography in collections suitable for junior and senior high schools*, by Hannah Logasa. Rev. and enl. ed. H. W. Wilson. 1937. (\$1.25) An annotated bibliography of collective biography to help teachers and librarians. Its aims are to supply useful material for all subjects in the curriculum and to serve as a guide to free reading. A key to analyzed collections, a biographical index and a subject index are included. Economical, political and social reformers form a new section in the subject index.

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## SCHOOL AND CHILDREN'S LIBRARY DIVISION AT A. L. A. HEADQUARTERS

The School and Children's Library Division has been added to the A.L.A. Headquarters office, 520 North Michigan Avenue, Chicago. The staff, Jessie Gay Van Cleve and Mildred L. Batchelder, give advisory service in their special fields.

The library service for children and young people which is offered in cities, towns and rural areas was studied by the division during its first year, and one of its major activities was to assemble the

facts gathered to serve at the headquarters office as a comprehensive source of reference to practices now endorsed by experience. On behalf of this inquiry, Miss Van Cleve and Miss Batchelder have visited librarians and school people throughout the country who are engaged in work with children and young people.

Closer affiliation with other national groups whose programs involve the education and welfare of youth is the constant objective of the division.

## INDIANA DOCUMENTS RECEIVED AT THE STATE LIBRARY

### March, 1937

- \*Adjutant General. *General Orders*, nos. 1, 2, 3 and 4.
- \*Conservation, Department of. *Report*, 1936.
- \*Health, Board of. *Report*, 1936.
- \*Highway Commission. *Report*, 1936.
- Secretary of State. *Report*, 1936.
- \*Tax Commissioners and County Assessors, Board of. *Proceedings*, December 16-18, 1936.

### April, 1937

- \*Accounting and statistics, Division of. *Financial statistics of the state of Indiana*, 1936. 22p.
- \*Boys' school. *The Boys' school herald*, v. 36, no. 16, April 17, 1937. 4p.
- \*— *The Boys' school herald*, v. 36, no. 17, April 24, 1937. 4p.
- Fort Wayne state school. 58th *Report*, 1936. Also Muscatatuck Colony. 17th *Report*, 1936. 66p.
- \*Governor's commission on unemployment relief. *Report*, 1936. 12p.
- \*Gross income tax division. *Amended gross income tax act*. 34p.
- \*— *Gross income tax act of 1933 and regulations*. Issued July, 1934. Revised December 31, 1935. 98p.
- \*Health, State board of. *Acute interior poliomyelitis or infantile paralysis*. 2p. Mimeographed.
- \*— *Anemia*. 2p. Mimeographed.
- \*— *Chickenpox*. 2p. Mimeographed.
- \*— *Diarrhoea and dysentery*. 1p. Mimeographed.
- \*— *Diphtheria*. 2p. Mimeographed.
- \*— *Hygiene of the eye*. 4p. Mimeographed.
- \*— *Impetigo*. 1p. Mimeographed.
- \*— *Indiana rules and regulations governing quarantine and isolation in communicable diseases governing morbidity reports*. 27p.
- \*— *Lice*. 2p. Mimeographed.
- \*— *Measles*. 2p. Mimeographed.
- \*— *Septic sore throat*. 1p. Mimeographed.
- \*— *Sinusitis*. 2p. Mimeographed.
- \*— *Smallpox*. 3p. Mimeographed.
- \*— *Taking the "post" out of posture*. Thurman B. Rice, M.D. 5p. Mimeographed.
- \*— *Tuberculosis*. 4p. Mimeographed.
- \*— *Tularemia*. 1p. Mimeographed.
- \*— *Typhoid fever*. 3p. Mimeographed.
- \*— *Vincent's angina or "trench mouth"*. 4p. Mimeographed.
- \*— *Whooping cough*. 1p. Mimeographed.
- \*— *Yellow fever*. 1p. Mimeographed.
- \*Chemistry, Division of. *Report*, 1936. 44p.
- \*House of Representatives. *Standing rules and orders*, 1937 regular session. 78p.
- \*Mines and mining, Division of. *Report*, 1936. 14p.
- \*Public health, Division of. *Communicable diseases chart*. Revised January, 1937. 1p. Mimeographed.

- \*— *Dependable disinfection*. 2p. Multigraphed.
- \*— *Encephalitis*. 2p. Mimeographed.
- \*— *Ivy poisoning, a summer health problem*. 4p. Mimeographed.
- \*— *Scarlet fever*. 3p. Mimeographed.
- \*— *Sexual disfunction as a medical problem*. Thurman B. Rice, M.D. 16p. Mimeographed.
- \*— *Undulant fever*. Prepared by Dr. J. W. Jackson, state epidemiologist. 8p. Mimeographed.
- \*Public instruction, Department of—Vocational education, Division of. *Educational bulletin*, no. 77, 3d revision. *A year's record on an Indiana farm*. 16p. Covers the year, 1936.
- \*Public welfare, State department of. *Indiana welfare news*, v. 47, no. 5, May, 1937. Program number, *National conference of social work in Indianapolis*, May 23 to 29. 16p.
- \*— *Report*, 1936. 14p.
- \*— *Statistical summary of public assistance under Welfare act of 1936. Series A. Old age assistance: Summary for 1936*. Prepared by John M. McCaslin, statistician. 42p. Mimeographed.
- \*— *Statistical summary of public assistance under Welfare act of 1936. Series B. Blind assistance: Summary for 1936*. Prepared by John M. McCaslin, statistician. 37p. Mimeographed.
- \*— *Statistical summary of public assistance under Welfare act of 1936. Series C. Aid to dependent children: Summary for 1936*. Prepared by John M. McCaslin, statistician. 42p. Mimeographed.
- \*— *Statistical summary of public assistance under Welfare act of 1936. Summary for January, 1937. Series A, B, C*. Prepared by John M. McCaslin, statistician. 52p. Mimeographed.
- \*— *Statistical summary of public assistance under Welfare act of 1936. Summary for February, 1937. Series A, B, C*. Prepared by John M. McCaslin, statistician. 52p. Mimeographed.
- \*— *Legal section. Report for period ending, February 1, 1937*. 11p. Mimeographed.
- \*Soldiers' and sailors' children's home. *The Home journal*, v. 49, no. 8, April 22, 1937. 16p.
- \*State employment service. *Indiana employment review*, v. 4, no. 4, April, 1937. 4p. Affiliated with U. S. employment service.
- State library. *Library occurrence*, v. 12, no. 5, January-March, 1937. 20p.
- \*— *Report*, 1936. 32p.

### STATE COLLEGES AND UNIVERSITIES

- \*Indiana university. *Bulletin*, v. 35, no. 4, March 15, 1937. *Extension division announcements for 1937-38 and Report for 1935-36*. 32p.
- \*— *Bulletin*, v. 35, no. 5, March 31, 1937. *Graduate school announcements, 1937-38*. 63p.
- \* Not given to the State Library for distribution.



- \*Indiana University. Business administration, School of—Business research, Bureau of. *Indiana business review*, v. 12, no. 4, April 20, 1937. 12p.
- Education, School of. *Bulletin*, v. 13, no. 2, March, 1937. *Bibliography of literature on education in countries other than the United States of America*, by Henry Lester Smith and William Isaac Painter. 341p.
- English department. *The Folio*, v. 2, no. 3. End of winter, 1937. 32p.
- History department. *Indiana magazine of history*, v. 33, no. 1, March, 1937. William O. Lynch, editor. In cooperation with the Indiana historical society. 115p.
- \*Purdue university. *Bulletin*, v. 37, no. 4, December, 1936. (Studies in higher education, 31.) *Further studies in attitudes, Series II*. Directed and edited by H. H. Remmers. 298p.
- Engineering bulletin, v. 20, no. 3, May, 1936. (Engineering extension department. Extension series, no. 36.) *Report of foremanship training program in Indiana industries*. G. F. Buxton. 40p.
- Engineering bulletin, v. 20, no. 6, November, 1936. (Engineering experiment station. Research series, no. 55-A.) *Publications of the Engineering experiment station and the Engineering extension department of Purdue university, 1917-1936*. 9p.
- Purdue news, v. 7, no. 10, February, 1937. *The School of pharmacy, Purdue university, 1937-1938*. 34p.
- Purdue news, v. 8, no. 1, March, 1937. *General information about the university*. 19p.
- Agricultural experiment station—Agricultural statistics, Department of. *Indiana crops and livestock*, no. 133, March 1, 1937. In cooperation with U. S. Department of agriculture, Bureau of agricultural economics. *Acresage intentions as of March 1, 1937*. 2p.
- Indiana crops and livestock, no. 139, April 1, 1937. In cooperation with U. S. Department of agriculture, Bureau of agricultural economics. 2p.

## May, 1937

- \*Accounting and statistics, Division of. *Roster of state and local officers and officials of the state of Indiana*. 1937. 63p.
- \*Boys' school. *The Boys' school herald*, v. 36, no. 13, May 1, 1937. 4p.
- The Boys' school herald*, v. 36, no. 19, May 8, 1937. 4p.
- The Boys' school herald*, v. 36, no. 21, May 22, 1937. 6p.
- \*Conservation, Department of—Fish and game, Division of. *Fish and game laws recodified by the Indiana General Assembly*. 15p.
- \*Fire marshal department. *Laws and regulations for opera houses, theatres, motion picture shows, auditoriums, and other places of amusement. Regulations effective December 15, 1936*. 20p.

- Report, 1936*. 24p.
- State regional fire schools, 1936: *Dust explosions*. 4p. Mimeographed.
- State regional fire schools, 1936: *Fighting fires*. 4p. Mimeographed.
- State regional fire schools, 1936: *Pump instructions*. 11p. Mimeographed.
- State regional fire schools, 1936: *Questions with answers*. 18p. Mimeographed.
- State regional fire schools, 1937: *Care of fire hoses*. 8p. Mimeographed.
- State regional fire schools, 1937: *Chemistry of fires*. 3p. Mimeographed.
- State regional fire schools, 1937: *Facts and true questions*. 18p. Mimeographed.
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- State regional fire schools, 1937: *Ignition and effects of heat*. 7p. Mimeographed.
- State regional fire schools, 1937: *Methods of extinguishing fire*. 7p. Mimeographed.
- State regional fire schools, 1937: *Oil storage and oil fires*. 8p. Mimeographed.
- State regional fire schools, 1937: *Operating at fires*. 11p. Mimeographed.
- State regional fire schools, 1937: *Planning to meet major disasters*. 8p. Mimeographed.
- State regional fire schools, 1937: *Spontaneous ignition*. 4p. Mimeographed.
- State regional fire schools, 1937: *Use of extinguishers*. 6p. Mimeographed.
- State regional fire schools, 1937: *Ventilation*. 6p. Mimeographed.
- \*Historical bureau. *Indiana history bulletin*, v. 14, no. 1, January, 1937. 16p.
- Indiana history bulletin*, v. 14, no. 2, February, 1937. 104p.
- Indiana history bulletin*, v. 14, no. 3, March, 1937. 24p.
- \*Indiana horticultural society. *Hoosier horticulture*, v. 19, no. 5, May, 1937. 16p.
- \*Public welfare, State department of. *Indiana welfare news*, v. 47, no. 6, June, 1937. 31p.
- Statistical summary of public assistance under Welfare act of 1936. Summary for March, 1937. Series A, B, C*. Prepared by John M. McCaslin, statistician. 52p. Mimeographed.
- \*Soldiers' and sailors' children's home. *The Home journal*, v. 49, no. 9, May 13, 1937. 16p.
- The Home journal*, v. 49, no. 10, May 27, 1937. 16p.
- \*State sanatorium. *The Hoosier rescuer*, v. 12, no. 11, May, 1937. 22p.
- \*State school for the deaf. *The Hoosier*, v. 49, no. 8, May, 1937. 16p.
- \*State employment service. *Indiana employment, manufacturing and non-manufacturing industries*, April, 1937. 2p. Mimeographed.
- Indiana employment review*, v. 4, no. 5, May, 1937. 4p. Affiliated with U. S. employment service.

\* Not given to the State Library for distribution.

- \*United Spanish war veterans—Indiana, Department of. *General orders*, no. 6, Series 1936-37, May 10, 1937. 4p.

- \*——— *Roster of camp officers*, 1937. 16p.

### STATE COLLEGES AND UNIVERSITIES

- \*Ball state teachers college—Business education, Department of. *The Ball state commerce journal*, v. 8, no. 3, May, 1937. 24p.
- \*Indiana university. *Alumni quarterly*, v. 24, no. 2, Spring, 1937. 162p.
- \*——— *Bulletin*, v. 35, no. 6, April 15, 1937. Indiana university summer session, 1937. 70p.
- \*——— *Bulletin*, v. 35, no. 7, April 30, 1937. *School of music announcements*, 1937-38. 80p.
- \*——— *News-letter*, v. 25, no. 4, April, 1937. 4p.
- \*——— *News-letter*, v. 25, no. 5, May, 1937. *Announcement: The training course for social work*, Indianapolis, 1937-38. 10p.
- \*——— *Business administration*, School of—Business research, Bureau of. *Indiana business review*, v. 12, no. 5, May 20, 1937. 12p.
- \*Purdue university. *Bulletin*, v. 37, no. 2, October, 1936. *Report of the auditor of student organizations for the year ending, June 30, 1936*. 123p. Multigraphed.
- \*——— *Bulletin*, v. 37, no. 6, February, 1937. *Reports of the president and other officers of Purdue university for the session, 1935-1936*. 319p.
- \*——— *Bulletin*, v. 37, no. 7, March, 1937. *Financial report for the year ending, June 30, 1936*. 194p.
- \*——— *Civil engineering camp*, 1937, Ross camp, Tippecanoe county, Indiana; conducted by Department of topographic engineering, School of civil engineering, June 14-August 14. 4p.
- \*——— *Purdue news*, v. 7, no. 9, January, 1937. *The summer session at Purdue university*, June 17 to August 14. 8p.
- \*——— *Purdue news*, v. 8, no. 2, April, 1937. *The ninth annual rural leadership school at Purdue university*, June 21 to July 2, 1937. 8p.
- \*——— *Purdue news*, v. 8, no. 4, June, 1937. *A booklet for prospective women students*. 12p.
- \*——— *Agricultural experiment station—Agricultural statistics*, Department of. *Indiana crops and livestock*, no. 140, May 1, 1937. In cooperation with U. S. Department of agriculture, Bureau of agricultural economics. 2p.
- \*——— *Agricultural extension department. Lime the land to grow better soil conserving crops*, by M. O. Pence. March, 1937. In cooperation with U. S. Department of agriculture, Extension service, Division of cooperative extension. 4p.
- \*——— *Engineering extension department. Foremanship conference: A foreman's control of manufacturing hazards*. G. F. Buxton, 8p.
- \*——— *Foremanship conference: A foreman's control of production facilities*. G. F. Buxton, 8p.
- \*——— *Reserve officers training corps. The 1937 military carnival*, March 17, 1937. 4p.

### June, 1937

- \*Accounting and statistics, Division of. *Budget law; budget classifications and definitions*. Revised 1936. 37p.
- \*——— *Year book of the state of Indiana*, 1936. 1005p.
- \*Appellate court. *Reports of cases*, v. 101, October 23, 1935, to March 30, 1936. 726p.
- \*Attorney general. *Opinions*, January 1, 1936, to January 1, 1937. 517p.
- \*Audit and control, Department of—Oil inspection, Division of. *Promulgation of rules for Division of oil inspection. Effective July 1, 1937*. 4p.
- \*Boys' school. *The Boys' school herald*, v. 36, no. 22, May 29, 1937. 4p.
- \*——— *The Boys' school herald*, v. 36, no. 23, June 5, 1937. 4p.
- \*Conservation, Department of. *Outdoor Indiana*, v. 4, no. 5, June, 1937. 32p. In cooperation with the Division of agriculture.
- \*——— *Entomology, Division of. Report and list of nurserymen*, 1936. 17p.
- \*Governor. *Year book*, 1936. 118p.
- \*Governor's commission on unemployment relief. *Indiana relief statistics*, v. 3, no. 6, June, 1937.
- \*Grand army of the republic—Indiana, Department of. *General orders*, no. 5, Series 1936-37, April 30, 1937. 4p.
- \*Historical bureau. *Indiana history bulletin*, v. 14, no. 4, April, 1937. 23p.
- \*Indiana—Constitution. *Constitution of the state of Indiana and of the United States*. Issued by the Legislative bureau, March, 1936. 76p.
- Indiana corn growers' association. *37th Annual report*, 1936. *Annual meeting at Purdue university*, January 13, 1937. 87p.
- \*Indiana horticultural society. *Hoosier horticulture*, v. 19, no. 6, June, 1937. 16p.
- \*Indiana—Laws, statutes, etc. *Alcoholic beverages act of 1935 and Amendments of 1937*. 168p. Distributed by the Alcoholic beverage commission.
- \*——— *Boiler laws of Indiana*. 37p. Distributed by the Division of labor, Boiler inspection department.
- \*——— *Disposal of the bodies of dead animals. Chapter 278, Acts of the 1937 General Assembly. Effective April 1, 1937*. 22p. Distributed by the State veterinarian.
- \*——— *Indiana motor vehicle weight tax act, Chapter 255, Acts, 1937. Effective January 1, 1938*. 12p. Distributed by the Bureau of motor vehicles.
- \*——— *Milk control law; milk production and marketing—declaration of policy as amended by Acts, 1937*. 34p. Distributed by the Milk control board.
- \*——— *The Oil inspection law. Effective July 1, 1937. Enrolled act no. 153. House*. 12p. Distributed by the Department of audit and control, Division of oil inspection.

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- \*Indiana. *The Welfare act of 1936 as amended by Acts of 1937*. 61p. Distributed by the State department of public welfare, Legal section.
- Indiana state dairy association. *47th Report*, 1936. Annual meeting, Purdue university, January 14, 1937. Edited by E. A. Gannon. 79p.
- \*Industrial board. *Workmen's compensation and Occupational diseases acts of Indiana and Rules of the Industrial board*, June 1, 1937. 94p.
- \*Motor vehicles, Bureau of. *Report*, 1936. 13p.
- \*Personnel, Bureau of. *The Indiana merit plan; procedure for merit employment*. Operated for the State department of public welfare and the State unemployment compensation division. 6p.
- \*Public health, Division of. *Monthly bulletin*, v. 40, no. 4, April, 1937. *Health protection for every child*, May day—1937. 24p.
- *Monthly bulletin*, v. 40, no. 5, May, 1937. 20p.
- *Monthly bulletin*, v. 40, no. 6, June, 1937. 20p.
- \*Public instruction, Department of. *Bulletin*, no. 118. *Vocational rehabilitation*. 39p.
- Vocational education, Division of. *Educational bulletin*, no. 78, 3d revision. *A guide to teaching farm accounting in rural schools of Indiana*. 48p.
- \*Public welfare, State department of. *Indiana welfare news*, v. 47, no. 7, July, 1937. 16p.
- Children's division. *A complete child welfare program for Indiana*. 6p.
- Public assistance, Division of. *Questions and answers on Indiana's public assistance program*. 8p.
- \*Securities commission. *Bulletin*, no. 1, January 20, 1937. *Registered dealers*. 5p. Mimeographed.
- *Bulletin*, no. 2, February 1, 1937. *Dealers registered since January 20; issues registered in January*. 1p. Mimeographed.
- *Bulletin*, no. 3, March 1, 1937. *Dealers and issues registered in February*. 2p. Mimeographed.
- *Bulletin*, no. 4, April 15, 1937. *Dealers and issues registered in March*. 3p. Mimeographed.
- *Bulletin*, no. 5, May 1, 1937. *Dealers and issues registered in April*. 3p. Mimeographed.
- *Bulletin*, no. 6, June 1, 1937. *Dealers and issues registered in May*. 2p. Mimeographed.
- *Bulletin*, no. 7, July 1, 1937. *Dealers and issues registered in June*. 2p. Mimeographed.
- *Indiana securities law of 1937: Review and summary of provisions*. 7p. Mimeographed.
- \*Soldiers' and sailors' children's home. *The Home Journal*, v. 49, nos. 11-12, June 15, 1937. 16p.
- \*State employment service. *Indiana employment, manufacturing and non-manufacturing industries*, February, 1937. 2p. In cooperation with the Bureau of labor statistics, Washington, D. C. Mimeographed.
- *Indiana employment, manufacturing and non-manufacturing industries*, May, 1937. 2p. Mimeographed. In cooperation with the Bureau of labor statistics, Washington, D. C.

- *Indiana employment review*, v. 4, no. 6, June, 1937. 4p. Affiliated with U. S. employment service.
- \*State sanatorium. *The Hoosier res-cuer*, v. 12, no. 12, June, 1937. 22p.
- \*State school for the deaf. *The Hoosier*, v. 49, no. 9, June, 1937. 16p.
- \*Unemployment compensation division. *Amended unemployment compensation law with rules and regulations*. Issued June 26, 1937. 102p.

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- \*Ball state teachers college. *Bulletin*, v. 12, no. 2, December, 1936. *Life in college*. 22p.
- \*Indiana state teachers college. *The Teachers college journal*, v. 8, no. 5, May, 1937. 16p.
- \*Indiana university. *Bulletin*, v. 35, no. 8, May 15, 1937. *School of education*, 1937-38. 68p.
- *Bulletin*, v. 35, no. 9, May 31, 1937. *College of arts and sciences*, 1937-38. 114p.
- *Bulletin*, v. 35, no. 10, June 15, 1937. *School of business administration*, 1937-38. 40p.
- *Bulletin*, v. 35, no. 11, June 30, 1937. *School of medicine*. *Register*, 1936-37. *Announcements*, 1937-38. 51p.
- *News-letter*, v. 25, no. 6, June, 1937. 4p.
- Business administration, School of—Business research, Bureau of. *Indiana business review*, v. 12, no. 6, June 21, 1937. 12p.
- English department. *The Folio*, v. 2, no. 4, Commencement, 1937. 14p.
- Extension division. *Bulletin*, v. 22, no. 5, February, 1937. *Correspondence study courses*. 62p.
- \*Purdue university. *Annual open house*, April 30, 1937. 3p.
- *Baccalaureate service*, May 2, 1937. 4p.
- *Bulletin*, v. 37, no. 5, January, 1937. *A catalog of the summer session at Purdue university*, June 17-August 14, 1937. 75p.
- *High school day*, April 30, 1937. 4p.
- *Opportunities for graduate study in electrical engineering*. 6p.
- *Opportunities for graduate study in heat-power engineering*. 4p.
- *Purdue dad's news*, v. 8, no. 2, April, 1937. 4p.
- *Purdue news*, v. 8, no. 3, May, 1937. *The Purdue institute of American policy and technology*, June 21-July 10, 1937. 4p.
- *Purdue news*, v. 8, no. 5, July, 1937. *The improvement of scholarship*. 14p. A reprint from the Report of the president and other officers of Purdue university.
- Agricultural experiment station—Agricultural statistics, Department of. *Indiana crops and livestock*, no. 135, December, 1936. In cooperation with U. S. Department of agriculture, Bureau of agricultural economics. *Annual crop summary*, 1936. 31p.

\* Not given to the State Library for distribution.

- \*Purdue. Agricultural station. Dept. agricultural statistics. *Indiana crops and livestock*, no. 136, January, 1937. In cooperation with U. S. Department of agriculture, Bureau of agricultural economics. *Assessors' enumeration of 1935 crops*. 8p.
- *Indiana crops and livestock*, no. 137, February, 1937. In cooperation with U. S. Department of agriculture, Bureau of agricultural economics. *Annual livestock summary*, 1937. 8p.
- *Indiana crops and livestock*, no. 141, June 1, 1937. In cooperation with U. S. Department of agriculture, Bureau of agricultural economics. 2p.
- Agricultural extension department. *Extension bulletin*, no. 146, revised, April, 1937. *Jellies, jams, and preserves*, by Ruth Jordan and May Masten. 12p. In cooperation with U. S. Department of agriculture.
- *Extension bulletin*, no. 156, April, 1937. *Healthful lunches for the school child*. 16p. In cooperation with U. S. Department of agriculture.
- *Extension bulletin*, no. 172, 2d edition, revised, May, 1937. *Marketing eggs and poultry in Indiana*, by E. R. Menefee. 20p. In cooperation with U. S. Department of agriculture.
- *Extension bulletin*, no. 173, 2d edition, revised, April, 1937. *Practical sanitation to control poultry diseases*, by Leon Todd and L. P. Doyle. 12p. In cooperation with U. S. Department of agriculture.
- *Extension bulletin*, no. 175, revised, April, 1937. *How to tell the layers*, by Leon Todd. 8p. In cooperation with U. S. Department of agriculture.
- *Extension bulletin*, no. 197, revised, March, 1937. *Developing club colts in Indiana*, by P. T. Brown. 8p. In cooperation with U. S. Department of agriculture.
- *Extension bulletin*, no. 209, February, 1937. *4-H poultry club manual*, by Wm. Kohlmeier, S. M. Walford, and W. R. Amick. 12p. In cooperation with U. S. Department of agriculture.
- *Extension bulletin*, no. 215, March, 1937. *Selection, operation, and care of electric household equipment*, by Gall M. Redfield. 12p. In cooperation with U. S. Department of agriculture.
- *Extension bulletin*, no. 216, February, 1937. *Let's demonstrate; 4-H club demonstration*, by Edna Troth and W. R. Amick. 16p. In cooperation with U. S. Department of agriculture.
- *Extension bulletin*, no. 217, March, 1937. *The uses of legumes in the dairy ration*, by E. A. Gannon. 8p. In cooperation with U. S. Department of agriculture.
- *Extension bulletin*, no. 219, April, 1937. *Raising turkeys in Indiana*, by Wm. Kohlmeier and E. E. Schnetzler. 12p. In cooperation with U. S. Department of agriculture.
- Engineering extension department. *Foremanship conference: Foremen's acquaintances with labor problems*. G. F. Buxton. 8p.

## July, 1937

- \*Blind, Board of industrial aid for. *Price list of brooms manufactured*, June 1, 1937. 4p.
- \*Boys' school. *The Boys' school herald*, v. 36, no. 26, June 26, 1937. 4p.
- *The Boys' school herald*, v. 36, no. 27, July 3, 1937. 4p.
- *The Boys' school herald*, v. 36, no. 28, July 24, 1937. 4p.
- \*Conservation, Department of. *Outdoor Indiana*, v. 4, no. 6, July, 1937. 32p. In cooperation with the Division of agriculture.
- Geology, Division of. *Indiana oil and gas news*, February, 1937. Compiled by M. M. Fidler, state gas supervisor. 1p. Mimeographed.
- *Indiana oil and gas news*, March 4, 1937. Compiled by M. M. Fidler, state gas supervisor. 1p. Mimeographed.
- *Indiana oil and gas news*, April 5, 1937. Compiled by M. M. Fidler, state gas supervisor. 2p. Mimeographed.
- *Indiana oil and gas news*, May 3, 1937. Compiled by M. M. Fidler, state gas supervisor. 2p. Mimeographed.
- *Indiana oil and gas news*, June 2, 1937. Compiled by M. M. Fidler, state gas supervisor. 1p. Mimeographed.
- \*Fort Wayne state school. *Medical and legal aspects of sterilization in Indiana*, by L. Potter Harshman. 17p. Reprinted from the Proceedings of the 58th annual session of the American association on mental deficiency.
- \*Health, State board of. *Monthly bulletin*, v. 40, no. 7, July, 1937. 20p.
- \*Highway survey commission. *Report . . . to the 80th General Assembly*. 1936. 15p.
- \*Historical bureau. *Indiana history bulletin*, v. 14, no. 5, May, 1937. 17p.
- *Indiana history bulletin*, v. 14, no. 6, June, 1937. 16p.
- Constitutional convention, 1850-51. *Journal of the Convention of the people of the state of Indiana, to amend the constitution. Assembled at Indianapolis, October, 1850*. Indianapolis, A. H. Brown, printer to Convention, 1851. 1085p. Indiana historical collections reprint, 1936. For sale by the Historical bureau. \$2.75.
- \*Indiana corn growers' association. *36th Annual report, 1935. Annual meeting at Purdue university, January 15, 1936*. 63p.
- \* Not given to the State Library for distribution.



- \*Indiana historical society. *Prehistory research series*, v. 1, no. 1, July, 1937. *Preliminary notes on the Iroquoian family*, by Paul Weer. 24p.
- \*Indiana horticultural society. *Hoosier horticulture*, v. 19, no. 7, July, 1937. 16p.
- *Transactions . . . for the year 1936*. 141p.
- \*Indiana state soldiers home. *Descriptive circular*, 1937. 30p.
- \*Public welfare, State department of. *Indiana welfare news*, v. 47, no. 8, August, 1937. 16p.
- *Statistical summary of public assistance under Welfare act of 1936. Summary for May, 1937. Series A, B, C. Prepared by John M. McCaslin, statistician*. 52p. Mimeographed.
- \*Soldiers' and sailors' children's home. *The Home journal*, v. 49, no. 13-14, July 15, 1937. 8p.
- \*State employment service. *Indiana employment review*, v. 4, no. 7, July, 1937. 4p. Affiliated with U. S. Employment service.
- *Qualified applicants wanted*. 1937. 1p.
- \*State library. *Digest of current library literature*, nos. 1-4, July, 1935-March, 1937. Mimeographed.
- *Library occurrent*, v. 12, no. 5, April-June, 1937. *Directory. Personnel of Indiana libraries*. 32p.
- \*State sanatorium. *The Hoosier rescuer*, v. 13, no. 1, July, 1937. 22p.
- \*State school for the deaf. *Annual report, for fiscal year ending Sept. 30, 1932*. 64p.
- *Annual report, for fiscal year ending June 30, 1933*. 47p.
- *Annual report, for fiscal year ending June 30, 1934*. 46p.
- *Annual report, for fiscal year ending June 30, 1935*. 24p.
- *Annual report, for fiscal year ending June 30, 1937*. 50p.
- \*Unemployment compensation division. *Questions and answers concerning Indiana unemployment compensation law as amended March 9, 1937*. Issued June 21, 1937. 65p.
- \*Weer, Paul. *Preliminary notes on the Siouan family*. 22p. Reprinted from Indiana history bulletin, v. 14, no. 2, February, 1937. Distributed by the Historical bureau.
- *Business administration, School of—Business research, Bureau of. Indiana business review*, v. 12, no. 7, July 21, 1937. 12p.
- *Education, School of. Bulletin*, v. 13, no. 3, June, 1937. *Character development through religious and moral education in the public schools of the United States*, by Henry Lester Smith, Robert Renwick Steele.
- \*Purdue university. 15th anniversary broadcast schedule, WBAA, 1936-1937. 4p.
- 63d annual commencement, June 13, 1937. 32p.
- *Bulletin*, v. 37, no. 8, April, 1937. *Catalogue number for the sessions of 1936-1937 with announcements for the sessions of 1937-1938*. Abbreviated edition. 341p.
- *Bulletin*, v. 37, no. 8, April, 1937. *Catalogue number for the sessions of 1936-1937 with announcements for the sessions of 1937-1938*. Complete edition. 475p.
- *Bulletin*, v. 37, no. 9, May, 1937. *The graduate school. Announcements for the sessions of 1937-38*. 120p.
- *Home information*, v. 1, no. 1-v. 2, no. 25, Jan. 1, 1936-Jan. 1, 1937. Published by Better homes in America, Purdue university.
- *The memorial union, Purdue university*. Edited by Mary Margaret Kern. 1929. 38p.
- *Mrs. Virginia Claypool Meredith, 1843-1936; a memorial*. 1936. 34p.
- *Purdue news*, v. 8, no. 4, June, 1937. *Purdue answers your questions*. 12p.
- *Purdue news*, v. 8, no. 7, November, 1937. *Four short courses in agriculture*. 16p.
- *Rules and regulations governing students, 1936-1937*. 8p.
- *Schedule of classes, first semester, 1937-1938*. 43p.
- *Undergraduate plans of study and description of courses*. 179p. Reprinted from the Bulletin of Purdue university, March, 1937. Catalogue number.
- *Agricultural experiment station. Bulletin*, no. 257, revised, April, 1937. *Swine dysentery*, by R. A. Whiting, L. P. Doyle and R. S. Spray. 16p.
- *Bulletin*, no. 411, July, 1936. *A study of grades, price trends and sales on the Indianapolis producers' market*, by K. I. Fawcett and Fay C. Gaylord. 44p.
- *Bulletin*, no. 412, June, 1936. *Economic analysis of potato production in northern Indiana*, by Lynn Robertson. 28p.
- *Bulletin*, no. 413, May, 1936. *Feeding and management experiments with brood sows and litters*, by C. M. Vestal. 44p.
- *Bulletin*, no. 414, November, 1936. *The relation of nitrogen and soil moisture to growth and fruitfulness of apple trees under different systems of soil management*, by Clarence E. Baker. 36p.

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- \*Purdue. Agricultural station. *Bulletin*, no. 415, December, 1936. *Comparative costs and efficiency of stationary vs. portable spraying*, by C. L. Burkholder. 20p.
- \*——— *Bulletin*, no. 416, December, 1936. *A study of ovens used for domestic cooking purposes*, by Gail M. Redfield. 20p.
- \*——— *Bulletin*, no. 417, December, 1936. *A survey of organization and methods of operation of twenty Indiana city markets*, by Fay C. Gaylord and K. I. Fawcett. 28p.
- \*——— *Bulletin*, no. 418, April, 1937. *A study of efficient kitchen arrangements*, by Gail M. Redfield. 29p.
- \*——— *Circular*, no. 133, revised, September, 1936. *Starting the apple orchard*, by C. L. Burkholder. 24p.
- \*——— *Circular*, no. 219, June, 1936. *Report of Moses Fell annex farm, Bedford, Indiana, 1936*. 16p.
- \*——— *Circular*, no. 224, October, 1936. *22d annual report of the Creamery license division for the year ending March 31, 1936*. 16p.
- \*——— *Circular*, no. 225, November, 1936. *Inspection of agricultural seeds, 1936*. 110p.
- \*——— *Circular*, no. 226, November, 1936. *Electric soil heating for hotbeds*. T. E. Hinton and J. H. McGillivray. 16p.
- \*——— *Circular*, no. 227, February, 1937. *Mint culture in northern Indiana*. N. Kent Ellis. 12p.
- \*——— *Herbert Davis forestry farm soils and crop experiments. Report of progress, 1923-1936*. 4p.
- \*——— *Huntington experiment field. Report of progress, 1919-1936*. 4p.
- \*——— *Jennings county experiment field. Report of progress, 1921-1936*. 8p.
- \*——— *Pinney-Purdue experiment fields. Report of progress, 1920-1936*. 8p.
- \*——— *Purdue-Vincennes farm soils and crops experiments. Final report of progress, 1925-1934*. 8p.
- \*——— *Report of the director. For the year ending June 30, 1936*. 95p.
- \*——— *Sand experiment field. Report of progress, 1924-1936*. 8p.
- \*——— *Soils and crops experiment farm. Report of progress, 1915-1936*. 24p.
- \*——— *Agricultural statistics, Department of Indiana crops and livestock*, no. 142, July 1, 1937. 2p. In cooperation with U. S. Department of agriculture, Bureau of agricultural economics.
- \*——— *Agricultural extension department. Secretary's record book for older youth and young adult groups*. 28p.
- \*——— *Boys' and girls' clubs, Division of. The 19th annual boys' and girls' 4-H club roundup*, June 16, 17, 18, 1937. 6p. In cooperation with U. S. Department of agriculture and State department of public instruction.
- \*——— *Agriculture, School of. Winter short courses in agriculture*, January 17-March 11, 1938. 16p.
- \*——— *Biology, Department of—Parasitology laboratory. Some notes concerning human intestinal parasites and social welfare in the United States*. William Hugh Headlee. 8p.
- \*——— *Engineering extension department. Engineering bulletin*, v. 21, no. 2, March, 1937. *Extension series*, no. 38. *Developments in road stabilization*, by A. R. Brickler. 49p.

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## NEWS NOTES FROM INDIANA LIBRARIES

Atlanta—Martha Booth, librarian of the Arcadia branch library, and Ralph Rollings were married June 25.

Attica—A "Talking Book" machine invented for the use of the blind has been presented to the Attica public library by Floyd E. Poston, W. Irvin Poston and Mrs. A. R. Herron, in memory of their mother, Mrs. Ellen P. Poston, who was blind for many years. The gift is to be circulated through the library in the same way books are circulated. The records, put out by the government, will be borrowed from the Indiana State Library, which has been appointed one of the distributors.

Bloomfield—Mary Lamb has been elected librarian to succeed Mrs. William Plummer. Miss Lamb will assume her new duties in September.

Columbia City—Mrs. Gladys Brenneman, secretary of the library board, writes the following concerning the death of Jane H. Collins: "The community of Columbia City and the Board of Trustees of the Peabody Free Library have experienced a great loss in the passing of Miss Jane H. Collins, 1850-1937, a trustee for over thirty-six years, being one of the original board of twelve trustees incorporated in 1901. Miss Collins was also the first librarian, serving

for eight years. Of pioneer stock, deeply interested in all things historical and patriotic, loving and understanding humanity far beyond the average, she did much to establish the public library in the hearts of the people of Whitley County. What she did cannot be measured. The pioneer librarians, and trustees, who had vision, held high the torch—let it be for those who follow to continue their work, inspired by their high hopes, making their dreams come true."

**Crawfordsville**—Eleanor Peterson resigned her position June 1, for the purpose of attending library summer school at the University of Illinois in preparation for an assistant's position in the Wabash College library in September. Florence Hopkins, after attending summer school at Columbia, will take Miss Peterson's place.

**Dublin**—The library board sponsored a Dublin homecoming for all former residents June 26. Money taken in from the sale of tags will be used to purchase new books. Leather-bound books, part of the collection of the first library established in Dublin in 1859, made up one of the exhibits on display.

**Dunkirk**—Lucille Painter, former librarian of the Dunkirk public library, died suddenly of a heart attack, March 15.

**Evansville**—Jeannette Becker, appointed first assistant in the circulation department of the Evansville public library January 1, was formerly in the catalog department of the Des Moines public library. Miss Becker received her library training at the University of Wisconsin.

The Library Board has announced the appointment of Ruth Montgomery as secretary to Ethel F. McCullough, librarian. She succeeds Pauline Skinner, who has resigned.

Anne Stocker, who attended the summer course in library service given at the Indiana State Library this summer, has been appointed page at the West Side library.

**Fort Wayne**—Eva R. Peck, librarian of the Business and Technical department, has resigned, and September 1 went to the South Bend public library as head of the Business and Industrial department.

Jane Bartholomew gave up her position in the circulation department in order to enter Dennison University in September.

Margaret J. Pocock has resigned her position in the Fort Wayne and Allen County library to join the staff of the Cleveland public library as assistant in the Robert Louis Stevenson room. Miss Pocock graduated from Oberlin College in 1932 and received her degree in library science from Western Reserve University in 1935.

Four new members have been added to the staff of the library. Clara Minsell, Ethel Johnson and Margaret Moellering, graduates of Ball State Teachers College, Indiana University, and Valparaiso University, respectively, have been assigned to the circulation department. Rhoda Leverance has joined the staff of the children's department.

**French Lick**—Tri Kappa sorority presented a "Fine Arts" shelf to the French Lick public library on May 14. A sum of twenty-five dollars has been set aside for books this year. The chapter intends to add more as soon as possible.

**Gary**—Esther Eytcheson, formerly reference librarian at Butler University, took up her new position as assistant cataloger at the Gary public library April 1. Miss Eytcheson graduated from Butler University and received her B.L.S. degree from the University of Illinois.

The lengthening of branch library service by 100 hours a week was approved by the board of library trustees. The longer hours for branch libraries began April 1.

Marie Lawrence, of South Bend, was appointed assistant in the catalog department April 1. Miss Lawrence is a graduate of St. Joseph Academy, South Bend, and has attended Indiana University, the University of Chicago and the University of

Michigan. She has been in the circulation and cataloging departments of Notre Dame University library since 1924.

**Greencastle**—Mrs. Fred V. Thomas and Mrs. Herbert L. Craver resigned their positions as librarian and assistant of the Greencastle public library August 1. Mary Florence Landes was appointed librarian, and Mrs. Nona Campbell, assistant. Miss Landes graduated from the DePauw School of Music and has assisted in the Greencastle public library at various times. Mrs. Campbell also graduated from DePauw University. Both attended the summer course in library service given at the Indiana State Library this summer.

**Hagerstown**—Mrs. Laura Hines, librarian of the public library for seventeen years, resigned her position May 12. Mrs. Harriet Ely Bard of Connersville was elected to fill the vacancy. Mrs. Bard graduated from Boston University, taught in the Springfield, Massachusetts Community Center, and attended the School of Library Science at Simmons College this summer.

**Hammond**—Mrs. Gwendolyn Evans resigned her position as general assistant July 1, 1937. Ida Marsh is replacing her. Louise Cosgrove, librarian of the Sawyer branch, became Mrs. Charles Simmons August 7.

**Indianapolis**—Luther L. Dickerson, librarian of the Indianapolis public library, made the following announcements early in April:

Helen F. Brown has been granted leave of absence for study in the School of Library Service at Columbia; Margaret Habich and Margaret Harlan Lewis have been appointed junior assistants. Miss Lewis was formerly librarian at the American Central Life Insurance Company.

Two appointments became effective on July 1. Edna M. Howard, graduate of Hampton Institute, and Anne Foster, University of Illinois Library School, are now junior assistants. Miss Howard is assigned to the Dunbar Branch library.

Jane I. Allen has been added to the staff as an attendant in the catalog department. Olga Shevchik, graduate of the University of Illinois Library School, has resigned to take a position in the library of Eli Lilly and Company, Indianapolis.

The Indianapolis public library is reopening its training class which has been closed since June, 1932. The course, lasting three months, will begin about October 1 and will be concentrated on the preparation of junior librarians for minor positions in the library.

**Indiana State Library**—Mrs. Lucile Parkin, who resigned her position in March as secretary of the Publicity Division of the American Library Association in Chicago, began full-time work July 1.

The Indiana State Library has obtained a century-old painting of an Indian encampment on the Wabash River. It is the work of George Winter, an early Hoosier artist who came to Logansport about 1837. The painting, called "A Scene on the Wabash River," will be added to the permanent collection of the Indiana History division of the library, which already has a large collection of books, manuscripts and maps related to the history of the state.

Librarians and assistants of special libraries in Indianapolis met during the winter of 1936-37 for the purpose of getting better acquainted with the book resources of Indianapolis and for developing the utmost cooperation between these special libraries. Between 40 and 50 attended each of the three dinner meetings, two of which were held at the Business and Professional Women's clubhouse, and one at the Indiana University Medical Center.

**Kewanna**—Allene Moore resigned her position as librarian of the Kewanna public library August 1. Dorothy Kaley was appointed to fill the vacancy. Miss Kaley attended the seven weeks summer course in library service given at the Indiana State Library.

**Kokomo**—The Kokomo public library held open house May 13 following the suc-



cessful completion of its rehabilitation and redecoration project for which WPA furnished the workers.

Susan Erlewine, librarian, made arrangements for a public reception in the library of the broadcasts of the Shakespeare radio dramatizations given this summer over the Columbia broadcasting system. Special book displays featuring Shakespeare's works, the Elizabethan stage and the "Golden era of literature" were on exhibit at this time.

**Logansport**—The Logansport-Cass County public library board approved the purchase of a new coupe and trailer early in June for the purpose of giving better service to 15 consolidated schools and many rural communities over the county. The trailer is of all steel construction and carries 1800 books. It is the second in the state, Gary public library having purchased one early in the year.

**Marion**—On April 22, the Marion public library announced the opening of a new reading room, called the "Mother's room." It has been created for parents who seek a broader understanding of their children's problems. Books on subjects ranging from discussion of pre-natal care to the problems of the adolescent child are included. The room has been specially decorated for the purpose. Gay nursery pictures line the walls and form a background for the "Sistine Madonna." Easy chairs carry out the informality of the room.

**Martinsville**—Mrs. E. I. Poston, member of the library board, and of the Executive Committee of the Indiana Library Trustees Association, was elected president of the Indiana State Federation of Women's Clubs in June. Mrs. Poston had previously held important positions in that organization and in other organizations in the state.

**South Bend**—Work began the middle of June on the new River Park branch library. When completed, it will be a brick and stone one-story building, measuring 38 feet by 70 feet. The total cost is estimated at

\$12,000. The South Bend public library plans to open the new branch for service in September.

Mary Welborn has announced her marriage to Lawrence Rosenthal and has resigned from the staff of the library. Eva R. Peck, librarian of the Business and Technical department of the Fort Wayne public library since 1909, has been appointed to fill Mrs. Rosenthal's place. Miss Peck is a graduate of the library school at Syracuse University, New York. Mary Post of the Local History and Document division, and Helen J. Siniff, Circulation division, have obtained leave-of-absence for the next year. Miss Post will attend the library school at Columbia University, and Miss Siniff at the University of Michigan. Elizabeth Hansmann and Pauline Simmons, 1937 graduates of the University of Wisconsin and University of Illinois library schools, respectively, will substitute while Miss Post and Miss Siniff are away.

**Muncie**—Sally Robards, librarian of the Muncie public library, sailed June 26 on the Ile de France for a two months' tour of Europe.

**Newcastle**—A four-story modern stack room, housing approximately 20,000 books, has been added to the Newcastle public library. The new addition, made of concrete and glass bricks, provides light but dustless rooms and simplifies the heating and air-conditioning of the library. A formal opening of the new building will be held this fall.

**Plymouth**—Evelyn Beamer, librarian of the Plymouth public library, has resigned her position because of her recent marriage. Esther Spitler, assistant for the last four years, has been appointed librarian. Margaret Morris is assistant and Ann Baker, apprentice.

**Richmond**—The Morrison-Reeves library opened four branch libraries for part-time service during the summer months. Mrs. Florence Shaeffer is in charge at Hibberd; Mrs. Blanche Sprouse, at Fairview; Mrs.

Floretta Stinetorf, at Easthaven Avenue; and Helen Fox, at Nicholson school.

**Tipton**—The Ladies Auxiliary of the American Legion presented a group of new books to the Tipton public library in honor of members who had died in the last few years. A special Memorial Shelf is to be provided for books acquired in this manner. Each will bear the inscription, "From the American Legion Auxiliary in memory of its deceased members."

**Valparaiso**—Lois Bauer, Valparaiso public library, has announced her marriage to Bernard L. Dye. The wedding took place June 30, at Westville.

**Vevay**—Elizabeth North has been appointed assistant at the Vevay public library. Miss North fills the vacancy occasioned by the recent resignation of Edith Shaw.

**Whiting**—Edythe Klapka has resigned her position as children's librarian of the Whiting public library because of her marriage in May. Arlene Borer, graduate of the University of Wisconsin Library School, succeeds Miss Klapka.

### DEBATE SERVICE AND PROGRAM 1937-1938

The Indiana State Library, through the Reference Division, will continue its work with and for debaters and debate organizations throughout the state. We are attempting to make our service bibliographical, so far as possible, for public and school libraries. This year, in addition to our regular bibliography of materials in the State Library on the current debate subjects, we will have available a shorter list of materials, with prices and sources, suggested for acquisition by the smaller library.

We continue, this year, our practice of issuing a revised list of debate subjects suggested for use in high schools and colleges. The national debate question for the

year, used also by the Indiana State Debating League, is on the subject of unicameral legislatures. The exact wording will probably be, "The several states should adopt a unicameral legislature," or "The state of Indiana should adopt a unicameral legislature." The bibliography on this subject will be ready for distribution by October. Work on college debate subjects will be undertaken later in the season.

Libraries and individuals on our mailing list as of November 15, 1936, will receive copies of our bibliography. Anyone who wishes a copy of the bibliography on unicameral legislatures and whose name is not on that list will receive it by writing to Reference Division, State Library.

### STATE CONFERENCE ON SOCIAL WORK

The Indiana State Conference on Social Work holds its annual meeting in Indianapolis, October 1-3. The librarians of the state are invited to attend. Among the speakers at the general sessions, to be held in the assembly room of the Claypool Hotel, will be Winthrop D. Lane, Director of Investigations, Juvenile Delinquency Commission of the State of New Jersey, who will talk on "Youth and the Law" at the opening meeting, Friday evening, October 1, at eight-fifteen, and Jane Hoey, Director, Division of Public Assistance, Social Security Board, Washington, D. C., who will speak on "Public Welfare—Everybody's Business," Sunday afternoon, October 3, at two-fifteen o'clock.

The preliminary program for the conference is printed in the September issue of the *Indiana Welfare News*. Programs will be sent to anyone requesting one from the Public Welfare Department, 141 South Meridian Street, Indianapolis.

### REHABILITATION

The Jeffersonville and Lawrenceburg public libraries, the two most severely damaged by the flood, are gradually being

put into good condition again with the help of WPA grants and labor. Individuals, libraries, and organizations have been generous in giving both books and money to aid in building up the book collections, the larger part of which in each case was destroyed by the flood waters. It may be possible to publish a list of the donors and gifts at a later date.

### DIRECTORY

Opportunity for corrections and additions to the directory of the personnel of

Indiana libraries will be given in the October-December issue of the *Occurrent*. Persons who failed to send in their names may do so now. Those who have new appointments are requested to write for questionnaires. All corrections and new information must be in before October 15.

Reprints of the directory are being sold by the Junior Members of the Indiana Library Association for 25 cents each (this includes postage). Material for the directory and requests for reprints should be sent to Irene Mason, Catalog Department, Indiana State Library.

**INDIANA LIBRARY ASSOCIATION  
INDIANA LIBRARY TRUSTEES ASSOCIATION**

**Lincoln Hotel**

**Indianapolis**

**October 13-15, 1937**



